

The Mental Health and Well-Being of Ontario Students

1991–2023

Findings from the Ontario Student Drug Use and Health Survey

with French summary within | avec résumé en français à l'intérieur



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Ontario Student Drug
Use and Health Survey

The Mental Health and Well-Being of Ontario Students 1991–2023

Findings from the Ontario Student Drug Use and Health Survey

Angela Boak
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OSDUHS
Ontario Student Drug
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THE 2023 OSDUHS MENTAL HEALTH AND WELL-BEING REPORT SUMMARY

This Report

The Centre for Addiction and Mental Health's *Ontario Student Drug Use and Health Survey* (OSDUHS) has been conducted every two years since 1977, making it the longest ongoing school survey of adolescents in Canada, and one of the longest in the world. This report describes mental health indicators, physical health indicators, bullying, gambling, social media use and related problems, video gaming and related problems, and other risk behaviours among Ontario students in 2023 and changes since 1991, where available. Although the OSDUHS began in 1977, most mental health and physical health measures were introduced in the survey in the early 1990s. New indicators in this report include use of mental health support services at or through school, barriers to seeking mental health support, problematic social media use, and perceived discrimination based on identity.

The 2023 OSDUHS

A total of 10,145 students in grades 7 to 12 in 848 classes in 235 schools in 46 school boards across Ontario participated in the 2023 cycle of the OSDUHS. All data are based on self-reports derived from anonymous questionnaires. The survey was administered in classrooms between November 2022 and June 2023.

Home and School Life

- Almost half (46%) of students report that they rarely or never talk to their parents about their problems or feelings.
- Almost one-third (30%) of students report liking school very much or quite a lot. About 41% like school to some degree, and 29% report that they do not like school.
- Most students feel close to people at their school (77%), feel like they are part of their school (76%), and feel safe at school (87%).
- The percentage of students who report that they like school very much or quite a lot, the percentage reporting feeling like a part of their school, feeling close to people at school, and feeling safe at school have significantly decreased in recent years.
- Over one-quarter (28%) of students report low subjective social status at school (i.e., feeling that other students exclude them and do not respect them).
- About one-in-eleven (9%) students report sometimes or often feeling discriminated against at school because of their race or ethnicity. About 7% report feeling discriminated against at school because of their religion or faith, and about 7% report feeling discriminated against at school because of a disability. A similar percentage of secondary school students feel discriminated against at school because of their gender identity or sexual orientation.

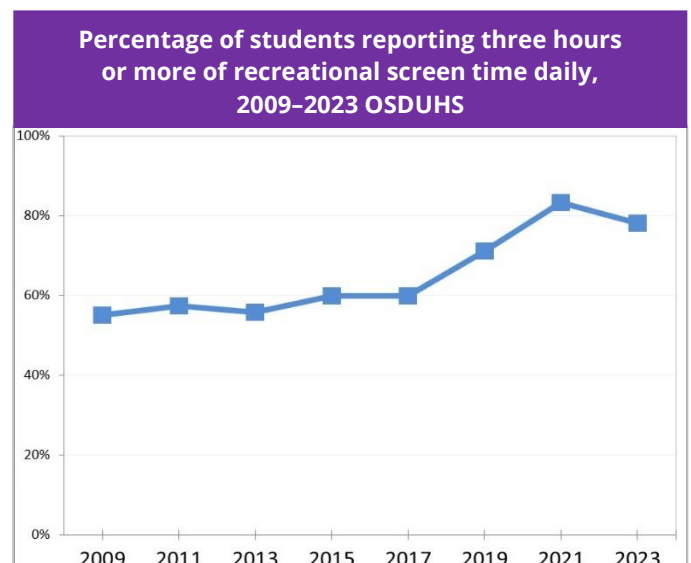
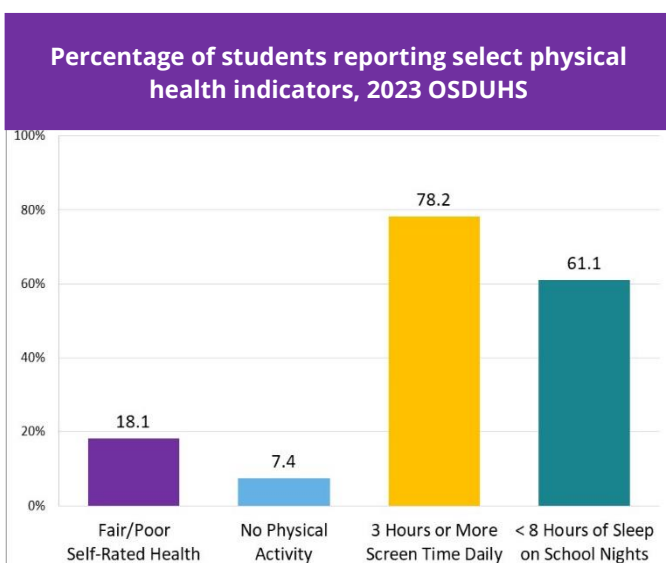
Physical Health

Self-Rated Physical Health and Health Conditions

- Although half (50%) of students rate their physical health as excellent or very good, about one-in-six (18%) report fair or poor physical health.
- Ratings of fair or poor physical health have significantly increased in recent years and the 2023 estimate is among the highest on record since monitoring began decades ago.
- Of the health conditions asked about in the survey, the most commonly reported are a mental health problem such as depression or anxiety (21%), Attention Deficit Hyperactivity Disorder (12%), and a vision problem (9%).

Physical Activity, Screen Time, Sleep

- One-quarter (26%) of students met the recommended daily physical activity guideline (defined as a total of at least 60 minutes of moderate-to-vigorous activity per day) during the past seven days. In contrast, about 7% of students were physically inactive on each of the past seven days.
- Over three-quarters (78%) of students spend three hours or more per day in front of an electronic screen in their free time (“screen time” sedentary behaviour). This amount of screen time exceeds the *Canadian 24-Hour Movement Guidelines for Children and Youth*.
- Although the percentage of students who report three hours or more per day of recreational screen time significantly decreased between 2021 (83%) and 2023 (78%), the current estimate remains at a level that is among the highest since monitoring began in 2009.
- Over one-third (39%) of students report that they usually get eight hours or more of sleep on an average school night. Therefore, most students (61%) get less than eight hours of sleep.

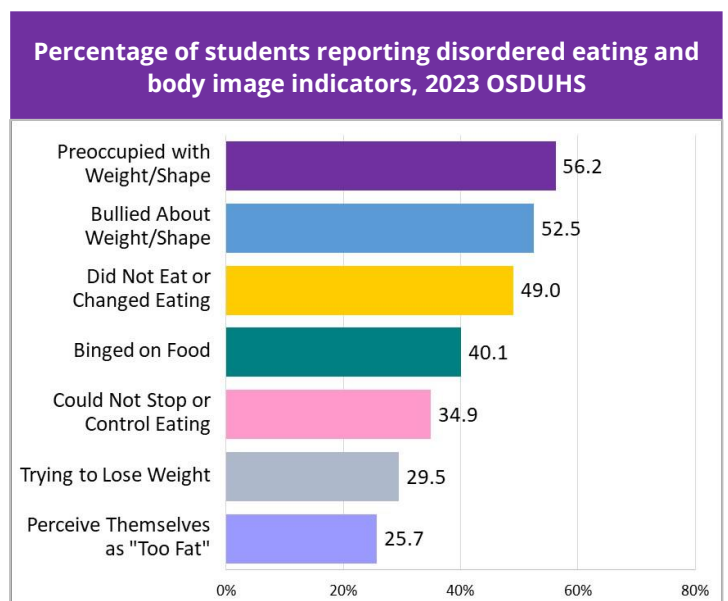


Disordered Eating and Body Image

- Over half (56%) of students are preoccupied with their weight, as they report sometimes, often or always worrying about their weight, shape, or muscles.
- About one-third (35%) of students report they could not stop eating or control how much they ate at least once in the past month.
- About 40% of students report bingeing on food at least once in the past month.
- About half (49%) of students report not eating or eating in a way to change their weight, shape, or muscles at least once in the past month.
- Over half (58%) of students are satisfied with their weight. One-quarter (26%) believe they are overweight (“too fat”), and 17% believe they are underweight (“too thin”).
- The perception of being overweight (“too fat”) has remained stable over the past decade or so. However, there has been a significant increase since 2001, the first year of monitoring, from 19% to 26%.
- One-third (34%) of students are not trying to change their weight. About 30% are trying to lose weight, 19% want to keep from gaining weight, and 17% want to gain weight.
- Over half (53%) of students report being bullied about their weight or body shape at least once in the past year (that is, were teased or picked on about their weight or shape).
- The percentage of students who report being bullied about their weight or body shape at least once in the past year significantly increased between 2021 (the first year of monitoring) and 2023, from 40% to 53%.

Head Injuries and Risky Driving Behaviour

- Well over one-third (40%) of students report experiencing a concussion in their lifetime. About one-in-eight (13%) report experiencing a concussion in the past year.
- The percentage of students reporting experiencing a concussion in the past year significantly increased between 2021 and 2023, from 9% to 13%, returning to a level seen when monitoring began in 2017.
- Over one-third (39%) of drivers in grades 10–12 report texting while driving at least once in the past year.
- The percentage of adolescent drivers reporting texting while driving significantly increased between 2019 and 2023, from 29% to 39%. However, the current estimate is similar to the estimates seen a decade ago, when monitoring began.



Mental Health

Self-Rated Mental Health

- Just over one-third (36%) of students rate their mental health as excellent or very good, while a similar percentage (38%) rate their mental health as fair or poor.
- The percentage of students who rate their mental health as fair or poor has significantly increased since 2007, the first year of monitoring, from 11% to 38%.

Low Self-Esteem and Loneliness

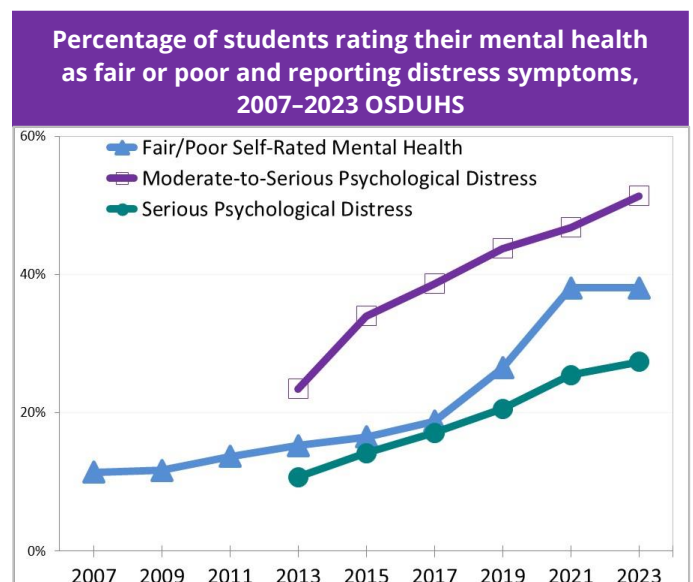
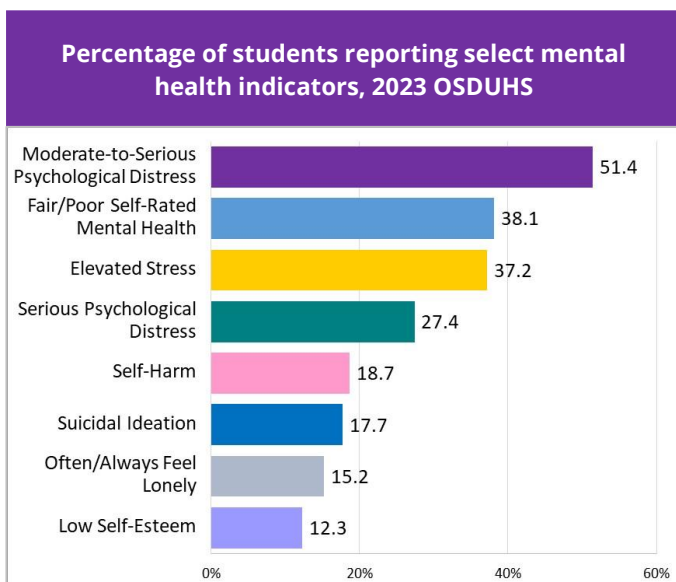
- About one-in-eight (12%) students indicate low self-esteem (feeling very unsatisfied with oneself).
- The percentage of students indicating low self-esteem has significantly increased since 2015, the first year of monitoring, from 7% to 12%.
- About one-in-seven (15%) students report often or always feeling lonely.

Elevated Stress

- Over one-third (37%) of students report experiencing an elevated level of stress or pressure in their lives.
- The percentage of students reporting elevated stress has significantly increased since 2015, the first year of monitoring, from 29% to 37%.

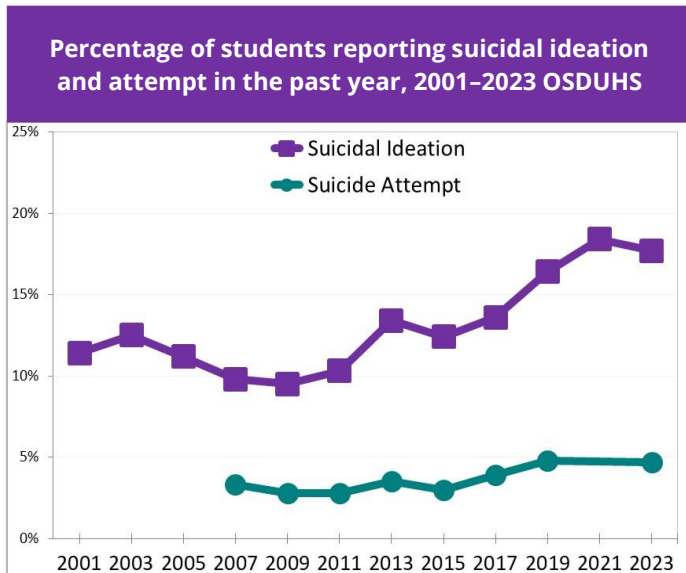
Psychological Distress

- Half (51%) of students indicate a moderate-to-serious level of psychological distress (symptoms of anxiety and depression).
- Over one-quarter (27%) of students indicate a serious level of psychological distress.
- Both indicators of psychological distress remained stable between 2021 and 2023, but both have significantly increased since monitoring began a decade ago. Moderate distress increased from 24% in 2013 to 51% in 2023, and serious distress increased from 11% in 2013 to 27% in 2023.



Self-Harm and Suicide

- Almost one-in-five (19%) students report harming themselves on purpose in the past year.
- The percentage of students reporting self-harm in the past year significantly increased between 2019, the first year of monitoring, and 2023, from 15% to 19%.
- One-in-six (18%) students had serious thoughts about suicide in the past year (suicidal ideation), and 5% report a suicide attempt in the past year.
- The percentage of students reporting suicidal ideation in the past year has significantly increased since 2001, the first year of monitoring, from 11% to 18%.
- The percentage of students reporting a suicide attempt in the past year has remained relatively stable since 2007 (the first year of monitoring), fluctuating between 3% and 5%.

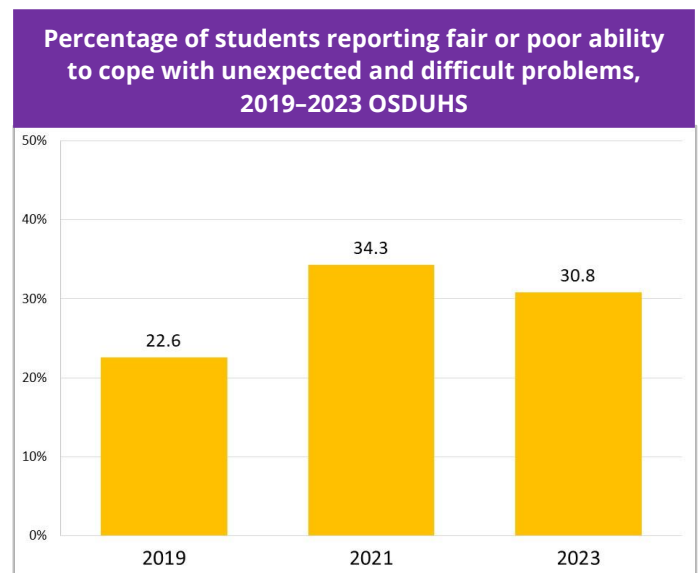


Anxiety About Climate Change

- About one-in-six (18%) students are very or extremely worried about climate change.
- Just under half (45%) of students report feeling depressed about the future because of climate change.

Ability to Cope

- Over one-third (35%) of students rate their ability to cope with unexpected and difficult problems as excellent or very good. A similar percentage (31%) rate their ability to cope as fair or poor.
- The percentage of students reporting an inability to cope with unexpected and difficult problems has significantly increased between 2019, the first year of monitoring, and 2023, from 23% to 31%.



Prescription Medication for Mental Health

- About 5% of students used prescribed drugs for Attention Deficit Hyperactivity Disorder (ADHD) (such as Adderall, Ritalin, Concerta) in the past year.
- The percentage who report medical use of ADHD drugs in the past year has remained stable during the past few years, but has significantly increased since monitoring began in 2007 (from 2% to 5%).
- About one-in-ten (10%) secondary school students report they were prescribed medication for anxiety, depression, or both conditions in the past year.
- The percentage of secondary school students who report being prescribed medication to treat anxiety, depression, or both has significantly increased since 2001, the first year of monitoring, from 3% to 10%.

Mental Health Support

- Over half (57%) of students report that they know how to access school-based mental health support services. About one-in-five (22%) report not knowing how to access school-based mental health support services, and a similar percentage (21%) are “not sure.”
- About one-in-seven (14%) students report using school-based mental health support services during the school year.
- Over one-third (36%) of students report talking to a mental health professional (including any school professional) at least once in the past year.

- About 6% of students report seeking counselling by either calling a telephone helpline or over the Internet (or both) at least once in the past year.
- The percentage of students who report seeking counselling through a helpline or over the Internet has significantly increased since 2011, the first year of monitoring, from 2% to 6%.

Barriers to Seeking Mental Health Support

- One-third (33%) of students report that they felt they needed mental health support from a professional during the past year, but did not seek it.
- Among those who report that they needed mental health support from a professional, but did not seek it, the most common reasons for not seeking support are thinking they could manage it themselves, being afraid of what others would think about them, and being “too busy.”

Percentage reporting reasons for not seeking mental health support among students who report needing help, 2023 OSDUHS



Bullying

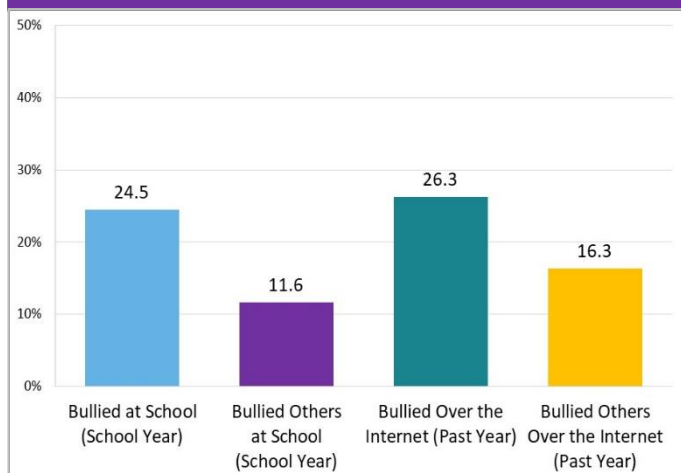
Bullying at School

- One-quarter (25%) of students report being bullied at school since the beginning of the school year. The most prevalent form of bullying victimization at school is verbal (20%), while 3% report that they are primarily bullied physically, and 2% of students are victims of theft/vandalism.
- One-in-eight (12%) students report bullying others at school since September. The most prevalent form of bullying others at school is through verbal attacks (9%), followed by physical attacks (2%), and theft/vandalism (less than 1%).
- The percentage of students reporting being bullied at school has remained stable during the past few years (since 2013), but has significantly decreased since 2003, the first year of monitoring, from 33% to 25%.
- The percentage reporting bullying others has also decreased since 2003, from 30% to 12%.

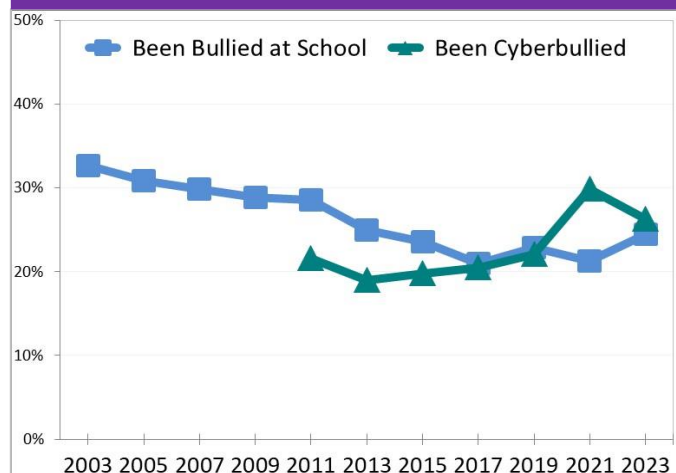
Cyberbullying

- One-quarter (26%) of students report being bullied over the Internet in the past year.
- One-in-six (16%) students report bullying others over the Internet in the past year.
- The percentage who report being bullied over the Internet in the past year has significantly increased since 2011, the first year of monitoring, from 22% to 26%.
- The percentage who report bullying others over the Internet has significantly increased since 2017, the first year of monitoring, from 10% to 16%.

Percentage of students reporting being bullied at school and being cyberbullied in the past year, 2023 OSDUHS



Percentage of students reporting being bullied at school and being cyberbullied in the past year, 2003–2023 OSDUHS



Gambling, Video Gaming, and Social Media Use

Gambling Activities

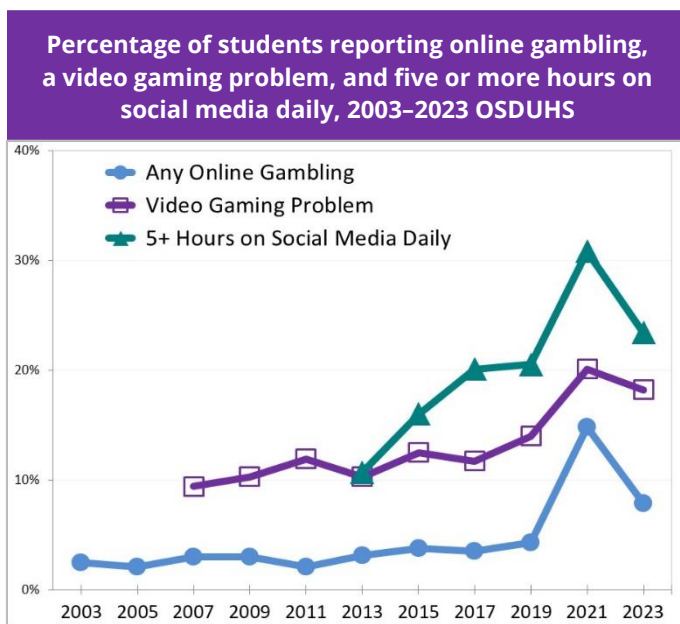
- About 8% of students report betting money on any online game (such as online casino games, online sports betting) at least once in the past year.
- About one-quarter (24%) of students report gambling while playing a video game in the past year (that is, spent real money to buy loot boxes, keys or in-game currency, or engaged in skins betting).
- About 16% of students report gambling in another activity, such as card games, dice, lotteries, scratch cards, in the past year.
- The percentage of students reporting any online gambling in the past year significantly decreased between 2021 and 2023, from 15% to 8%. However, despite this recent decrease, the current estimate remains higher than 2003 (2%), when monitoring began.

Video Gaming

- Over one-quarter (28%) of students play video games daily or almost daily. About one-in-eight (12%) students play video games for five hours or more per day.
- One-in-six (18%) students report symptoms of a video gaming problem (such as preoccupation, tolerance, loss of control, withdrawal, escape, disregard for consequences, disruption to family or school).
- The percentage of students reporting symptoms of a video gaming problem has significantly increased since 2007, the first year of monitoring, from 9% to 18%.

Social Media Use

- The vast majority (94%) of students use social media daily. About one-quarter (23%) of students spend five hours or more on social media daily.
- The percentage of students who report spending five hours or more on social media daily significantly decreased between 2021 (31%) and 2023 (23%). However, despite this recent decrease, the current estimate remains higher than 2013 (11%), when monitoring began.
- About one-in-eleven (9%) students report symptoms of problematic social media use (such as preoccupation, tolerance, loss of control, withdrawal, escape, conflict with family).



Sex* Differences

↑ Males are more likely to:	↑ Females are more likely to:
<ul style="list-style-type: none"> ▪ rarely or never talk to their parent(s) about problems ▪ like school and report a positive school climate ▪ be physically active daily ▪ perceive themselves as “too thin” ▪ get at least eight hours of sleep on school nights ▪ bully others at school ▪ cyberbully others ▪ gamble online and in other ways ▪ spend 5 hours or more video gaming daily ▪ indicate a video gaming problem 	<ul style="list-style-type: none"> ▪ rate their physical health as fair or poor ▪ report three hours or more of screen time daily ▪ report disordered eating symptoms ▪ perceive themselves as “too fat” ▪ be bullied about their weight or body shape ▪ rate their mental health as fair or poor ▪ report low self-esteem ▪ report elevated stress ▪ report often or always feeling lonely ▪ indicate moderate and serious psychological distress ▪ report self-harm ▪ report suicidal ideation and attempt ▪ be worried about climate change ▪ be depressed about the future because of climate change ▪ rate their ability to cope with problems as fair or poor ▪ be prescribed medication for anxiety/depression ▪ use school-based mental health care services ▪ visit any mental health care professional ▪ seek counselling over the phone or Internet ▪ report needing mental health support, but not seeking it ▪ be cyberbullied ▪ spend five hours or more on social media daily ▪ indicate problematic social media use


Grade Differences


↑ Increases with grade	↓ Decreases with grade
<ul style="list-style-type: none"> ▪ rarely/never talk to parent(s) about problems ▪ three hours or more of recreational screen time daily ▪ texting while driving ▪ fair or poor self-rated mental health ▪ low self-esteem ▪ elevated stress ▪ often or always feeling lonely ▪ moderate and serious psychological distress ▪ suicidal ideation ▪ needing mental health support, but not seeking it ▪ worry about climate change ▪ use of school-based mental health services ▪ online gambling 	<ul style="list-style-type: none"> ▪ liking school and reporting positive school climate ▪ daily physical activity ▪ getting eight hours or more of sleep on school nights ▪ experiencing a concussion ▪ being bullied at school ▪ being cyberbullied ▪ problematic social media use

* refers to sex at birth

Regional Differences









The survey design divided the province into four regions: Greater Toronto Area (Toronto, Durham Region, York Region, Peel Region, and Halton Region); Northern Ontario (Parry Sound District, Nipissing District and farther north); Western Ontario (Dufferin County and farther west); and Eastern Ontario (Simcoe County and farther east). The following tables show significant regional differences.

 Above provincial average
Greater Toronto Area (GTA)
▪ liking school
▪ three hours or more of screen time daily
North Region
▪ daily physical activity

 Below provincial average
Greater Toronto Area (GTA)
▪ daily physical activity
▪ experiencing a concussion
North Region
▪ three hours or more of screen time daily
East Region
▪ fair or poor self-rated health
▪ five hours or more on social media daily

Recent Trends

The following table summarizes the significant changes between the 2021 and 2023 cycles among the total sample of students.

	2019	2021		2023
Like school “very much” or “quite a lot”	36%	42%		30%
Three hours or more of recreational screen time daily	71%	83%		78%
Been bullied about weight or body shape (past year)	n/a	40%		53%
Eight hours or more of sleep on school nights	37%	49%		39%
Concussion (past year)	15%	9%		13%
Medical use of prescription opioids (past year)	20%	15%		25%
Online gambling (past year)	4%	15%		8%
Five or more hours on social media daily	21%	31%		23%

Note: the 2019 estimates are provided for context

Overview of Trends

Trends for Select Indicators of Mental Health and Well-Being (Total Sample)

Indicator	Among Grades	Period		Change
Fair or poor self-rated physical health	7, 9, 11	1991–2023	↑	Increased from 6% to 18%
Daily physical activity (60 minutes daily)	7–12	2009–2023	↑	Increased from 21% to 26%
Three hours or more of recreational screen time daily	7–12	2009–2023	↑	Increased from 55% to 78%
Perceive themselves as overweight (“too fat”)	7–12	2001–2023	↑	Increased from 19% to 26%
Medical use of prescription opioids (past year)	7–12	2007–2023	↓	Decreased from 41% to 25%
Fair or poor self-rated mental health	7–12	2007–2023	↑	Increased from 11% to 38%
Low self-esteem	7–12	2015–2023	↑	Increased from 7% to 12%
Elevated level of stress (past month)	7–12	2015–2023	↑	Increased from 29% to 37%
Moderate-to-serious psychological distress (past month)	7–12	2013–2023	↑	Increased from 24% to 51%
Serious psychological distress (past month)	7–12	2013–2023	↑	Increased from 11% to 27%
Self-harm (past year)	7–12	2019–2023	↑	Increased from 15% to 19%
Suicidal ideation (past year)	7–12	2001–2023	↑	Increased from 11% to 18%
Suicide attempt (past year)	7–12	2007–2023	■	Stable
Fair or poor ability to cope with unexpected problems	7–12	2019–2023	↑	Increased from 23% to 31%
Medical use of ADHD prescription drugs (past year)	7–12	2007–2023	↑	Increased from 2% to 5%
Prescription for anxiety, depression, or both (past year)	9–12	2001–2023	↑	Increased from 3% to 10%
Sought counselling over the phone or Internet	7–12	2011–2023	↑	Increased from 2% to 6%
Bullied at school (this school year)	7–12	2003–2023	↓	Decreased from 33% to 25%
Cyberbullied (past year)	7–12	2011–2023	↑	Increased from 22% to 26%
Online gambling (past year)	7–12	2003–2023	↑	Increased from 3% to 8%
Video gaming problem (past year)	7–12	2007–2023	↑	Increased from 9% to 18%
Five hours or more on social media daily	7–12	2013–2023	↑	Increased from 11% to 23%

Percentage Reporting Select Indicators of Mental Health and Well-Being by Sex, 2023 OSDUHS (Grades 7–12)

	Total %	Males	Females	
School Climate				
like school very much or quite a lot	30.4	32.6	28.1	*
feel close to people at school	77.4	82.1	72.4	*
feel like part of school	76.0	78.4	73.5	*
feel safe at school	87.0	89.2	84.6	*
Physical Health				
fair/poor self-rated physical health	18.1	13.8	22.6	*
daily physical activity (60 minutes of activity daily in the past week)	25.5	32.6	18.1	*
three or more hours of recreational screen time daily	78.2	75.2	81.3	*
worried about/preoccupation with weight, body shape, muscles	56.2	42.9	70.1	*
perceive themselves as overweight (“too fat”)	25.7	18.9	33.1	*
bullied about weight or body shape (past year)	52.5	49.5	55.7	*
eight or more hours of sleep on an average school night	38.9	44.4	33.1	*
concussion (past year)	13.3	13.8	12.8	
texting while driving (G10-12 with licence, past year)	38.7	41.1	35.7	
Mental Health				
fair/poor self-rated mental health	38.1	22.4	53.9	*
low self-esteem	12.3	9.1	15.4	*
elevated stress	37.2	23.0	51.5	*
often/always feel lonely	15.2	10.1	20.2	*
moderate-to-serious psychological distress (past month)	51.4	35.7	67.8	*
serious psychological distress (past month)	27.4	14.8	40.5	*
self-harm (past year)	18.7	10.0	27.6	*
suicidal ideation (past year)	17.7	10.7	24.6	*
suicide attempt (past year)	4.7	2.9	6.5	*
very/extremely worried about climate change	17.5	13.2	21.7	*
depressed about the future because of climate change	44.5	38.4	50.5	*
fair/poor ability to cope with unexpected and difficult problems	30.8	22.1	39.4	*
medical use of ADHD drugs (past year)	5.4	5.9	4.9	
prescribed medication for depression/anxiety/both ^{††}	9.7	5.3	14.0	*
know how to access school-based mental health support	56.8	56.1	57.5	
used school-based mental health support services this school year	14.3	10.0	18.6	*
any mental health care visit, including school-based (past year)	35.6	28.5	42.6	*
sought counselling over the phone and/or Internet (past year)	5.5	3.1	8.0	*
needed mental health support, but did not seek it (past year)	33.0	18.3	47.8	*
Bullying				
been bullied at school this school year	24.5	23.5	25.4	
bullied others at school this school year	11.6	13.2	9.9	*
been cyberbullied (past year)	26.3	22.8	29.9	*
cyberbullied others (past year)	16.3	19.3	13.2	*
Gambling, Video Gaming, Social Media Use				
online gambling (past year)	7.9	12.4	3.0	*
gambling while playing a video game (past year)	23.6	34.5	11.8	*
gambling in other ways (past year)	15.5	19.0	11.6	*
video gaming problem (past year)	18.2	24.5	11.5	*
five or more hours on social media daily	23.4	15.9	31.2	*
problematic social media use (past year)	8.8	5.5	12.1	*

Notes: the total sample size is 10,145 students; some estimates based on a random half sample; ‘s’ indicates estimate suppressed due to unreliability; * indicates a significant sex difference (p<.05) *not* controlling for other factors; ^{††} among grades 9–12 only; medical drug use is defined as use with a prescription.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Grade, 2023 OSDUHS (Grades 7–12)

	G7	G8	G9	G10	G11	G12	
School Climate							
like school very much or quite a lot	35.4	32.8	28.9	25.2	31.1	30.7	*
feel close to people at school	84.2	81.7	77.4	77.9	74.1	72.4	*
feel like part of school	80.5	81.6	74.2	75.7	72.4	74.1	*
feel safe at school	87.9	88.0	86.1	85.2	86.8	88.0	
Physical Health							
fair/poor self-rated physical health	15.4	17.9	19.0	18.1	19.7	17.8	
daily physical activity (60 minutes of activity daily in the past week)	36.7	33.9	24.9	23.8	20.0	18.9	*
three or more hours of recreational screen time daily	66.3	73.9	83.8	80.7	78.1	82.2	*
worried about/preoccupation with weight, body shape, muscles	56.4	55.2	54.5	56.8	57.4	56.7	
perceive themselves as overweight (“too fat”)	20.2	27.4	23.5	29.1	28.7	24.3	
bullied about weight or body shape (past year)	54.7	53.5	51.0	52.1	55.9	49.2	
eight or more hours of sleep on an average school night	67.5	56.5	40.8	32.4	26.1	22.3	*
concussion (past year)	17.0	16.2	12.4	13.4	11.3	11.1	*
texting while driving (G10-12 with licence, past year)	--	--	--	14.7	28.1	51.0	*
Mental Health							
fair/poor self-rated mental health	29.5	32.7	33.1	40.2	44.2	45.1	*
low self-esteem	9.5	10.0	9.2	13.6	16.4	13.9	*
elevated stress	20.6	29.0	32.4	39.9	44.9	49.7	*
often/always feel lonely	10.4	10.3	14.2	15.9	19.9	18.3	*
moderate-to-serious psychological distress (past month)	40.9	41.5	50.0	52.8	58.7	59.0	*
serious psychological distress (past month)	21.3	21.9	25.6	30.3	31.8	30.5	*
self-harm (past year)	16.5	19.3	19.1	19.3	19.2	18.6	
suicidal ideation (past year)	13.9	11.5	17.1	17.7	21.9	21.6	*
suicide attempt (past year)	s	4.5	5.1	4.9	5.7	3.7	
very/extremely worried about climate change	14.1	12.6	16.6	20.6	20.2	19.3	*
depressed about the future because of climate change	48.8	41.8	43.4	43.6	43.0	46.4	
fair/poor ability to cope with unexpected and difficult problems	31.4	28.3	30.5	27.0	36.2	31.1	
medical use of ADHD drugs (past year)	5.6	5.5	7.0	6.2	4.7	4.0	
prescribed medication for depression/anxiety/both ^{††}	--	--	7.7	9.2	11.1	10.6	
know how to access school-based mental health support	46.1	50.4	60.3	59.1	62.1	59.1	*
used school-based mental health support services this school year	10.7	12.4	10.2	15.9	18.2	17.1	*
any mental health care visit, including school-based (past year)	31.2	33.4	32.2	38.9	40.5	36.4	
sought counselling over the phone and/or Internet (past year)	s	5.3	5.0	6.8	7.2	5.5	
needed mental health support, but did not seek it (past year)	21.4	27.6	27.2	35.4	39.5	42.1	*
Bullying							
been bullied at school this school year	37.3	30.7	21.7	23.8	21.9	16.7	*
bullied others at school this school year	12.3	14.4	8.7	14.6	10.9	9.5	
been cyberbullied (past year)	32.0	30.9	25.0	29.1	24.8	19.3	*
cyberbullied others (past year)	18.5	20.6	15.9	18.4	15.9	10.6	*
Gambling, Video Gaming, Social Media Use							
online gambling (past year)	5.0	4.6	7.6	7.8	8.2	12.0	*
gambling while playing a video game (past year)	24.1	29.8	23.0	22.4	21.5	22.8	
gambling in other ways (past year)	12.8	13.2	14.4	15.8	15.2	19.7	
video gaming problem (past year)	17.4	14.6	16.9	19.1	20.0	19.9	
five or more hours on social media daily	22.5	23.0	28.1	22.8	23.1	21.0	*
problematic social media use (past year)	9.8	12.2	10.2	8.4	8.4	5.5	*

Notes: * indicates a significant grade difference (p<.05) *not* controlling for other factors; ‘s’ indicates estimate suppressed due to unreliability; †† among grades 9–12 only; medical drug use is defined as use with a prescription.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Region, 2023 OSDUHS (Grades 7–12)

	GTA	North	West	East	
School Climate					
like school very much or quite a lot	33.5	26.0	28.8	26.5	*
feel close to people at school	78.6	78.8	75.4	76.9	
feel like part of school	76.5	75.4	74.3	77.3	
feel safe at school	86.4	87.4	86.4	89.0	
Physical Health					
fair/poor self-rated physical health	18.4	20.6	20.1	13.9	*
daily physical activity (60 minutes of activity daily in the past week)	23.5	31.7	27.5	26.2	*
three or more hours of recreational screen time daily	80.3	72.5	74.9	78.8	*
worried about/preoccupation with weight, body shape, muscles	55.8	53.5	59.5	53.3	
perceive themselves as overweight (“too fat”)	23.6	28.9	31.6	21.9	
bullied about weight or body shape (past year)	52.6	54.9	55.9	47.3	*
eight or more hours of sleep on an average school night	37.5	41.5	37.1	44.1	
concussion (past year)	11.7	14.0	14.2	15.6	*
texting while driving (G10-12 with licence, past year)	32.2	48.8	44.4	41.7	
Mental Health					
fair/poor self-rated mental health	37.4	39.3	40.6	36.1	
low self-esteem	11.4	17.1	13.4	11.6	
elevated stress	37.8	38.4	38.0	34.6	
often/always feel lonely	14.9	18.8	16.8	12.9	
moderate-to-serious psychological distress (past month)	52.4	47.5	52.6	48.4	
serious psychological distress (past month)	26.9	29.3	30.3	24.2	
self-harm (past year)	18.9	17.5	20.1	16.7	
suicidal ideation (past year)	18.0	23.8	17.2	16.1	
suicide attempt (past year)	4.2	s	5.2	4.6	
very/extremely worried about climate change	18.1	12.8	16.8	18.2	
depressed about the future because of climate change	44.2	42.2	41.5	49.3	
fair/poor ability to cope with unexpected and difficult problems	32.5	31.5	29.2	28.5	
medical use of ADHD drugs (past year)	4.8	s	6.4	5.8	
prescribed medication for depression/anxiety/both ^{††}	7.8	12.9	11.0	11.9	
know how to access school-based mental health support	57.1	59.8	60.0	51.0	
used school-based mental health support services this school year	13.8	18.0	13.9	15.2	
any mental health care visit, including school-based (past year)	34.7	42.5	36.0	35.7	
sought counselling over the phone and/or Internet (past year)	5.9	s	6.8	3.4	
needed mental health support, but did not seek it (past year)	33.0	34.4	33.8	31.7	
Bullying					
been bullied at school this school year	22.9	26.8	27.0	24.1	
bullied others at school this school year	10.3	9.9	14.4	11.2	
been cyberbullied (past year)	24.1	30.4	30.3	25.1	
cyberbullied others (past year)	15.7	14.7	19.2	14.0	
Gambling, Video Gaming, Social Media Use					
online gambling (past year)	8.9	11.2	6.6	6.6	
gambling while playing a video game (past year)	22.6	23.8	27.6	20.8	
gambling in other ways (past year)	14.1	14.8	18.8	14.4	
video gaming problem (past year)	18.9	14.5	21.1	13.8	
five or more hours on social media daily	24.4	23.2	25.1	18.6	*
problematic social media use (past year)	10.0	8.5	7.8	7.7	

Notes: GTA is the Greater Toronto Area; * indicates a significant regional difference ($p < .05$) *not* controlling for other factors; ‘s’ indicates estimate suppressed due to unreliability; ^{††} among grades 9–12 only; medical drug use is defined as use with a prescription.

Methodology

The Centre for Addiction and Mental Health's *Ontario Student Drug Use and Health Survey* (OSDUHS) is an Ontario-wide health survey of elementary/middle school students in grades 7 and 8 and secondary school students in grades 9 through 12. This cross-sectional survey has been conducted every two years since 1977.

The 2023 survey cycle, which used a stratified (region by school level) two-stage (school, class) cluster design, was based on 10,145 students in grades 7 to 12 in 848 classes in 235 schools in 46 English and French public and Catholic school boards. Excluded from selection were schools in First Nation communities, on military bases, in hospitals and other institutions, and private schools. Special Education stand-alone classes and English as a Second Language (ESL) classes were excluded from selection.

Active parental consent procedures were used. Anonymous electronic or paper-and-pencil questionnaires were group administered in classrooms during regular school hours by staff from the Institute for Social Research, York University between November 2022 and June 2023. Data from the sample of 10,145 students were weighted to represent just under one million students in grades 7 to 12 enrolled in Ontario's publicly funded schools.

A note about the 2021 OSDUHS

Due to the COVID-19 pandemic, Ontario schools were closed to in-person learning during the 2020-2021 school year. Therefore, the 2021 OSDUHS pivoted to online data collection. Students could complete the questionnaire outside of school hours rather than the typical method of completions in classrooms during school hours. This change in mode and setting led to a dramatically decreased student response rate for that cycle. Although the survey weights were adjusted to minimize any potential bias from non-response, the high level of non-response in the 2021 cycle likely had an impact on estimates. Readers should be cautious in interpreting the 2021 estimates as provincially representative.

Please visit the OSDUHS webpage for reports and FAQs:

www.camh.ca/osduhs

RÉSUMÉ DU RAPPORT 2023 DU SCDSEO SUR LA SANTÉ MENTALE ET LE BIEN-ÊTRE

À propos du présent rapport

Réalisé tous les deux ans, depuis 1977, pour le Centre de toxicomanie et de santé mentale, le *Sondage sur la consommation de drogues et la santé des élèves* de l'Ontario (SCDSEO) est le plus ancien sondage canadien mené en milieu scolaire auprès d'adolescents et l'un des plus anciens au monde. Le présent rapport examine les indicateurs de santé physique et mentale et divers comportements à risque, dont l'intimidation, les jeux de hasard et d'argent, la fréquentation des réseaux sociaux et la pratique des jeux vidéo, ainsi que les problèmes associés chez les élèves ontariens en 2023. Il indique aussi les changements survenus depuis 1991, là où les données existent. Précisons que bien que le premier SCDSEO date de 1977, la plupart des indicateurs de santé mentale et physique ont été introduits au début des années 1990. Parmi les nouveaux indicateurs figurant dans le présent rapport, citons le recours aux services de soutien en santé mentale à l'école ou par l'intermédiaire de l'école, les obstacles à l'obtention d'un tel soutien, les problèmes liés à la fréquentation des réseaux sociaux et la perception d'une discrimination liée à l'identité.

SCDSEO 2023

Au total, 10 145 élèves de la 7^e à la 12^e année, répartis dans 848 classes, 235 écoles et 46 conseils scolaires de l'Ontario, ont participé au cycle 2023 du SCDSEO. Les données proviennent de déclarations faites via des questionnaires anonymes. Le sondage a été effectué en classe entre novembre 2022 et juin 2023.

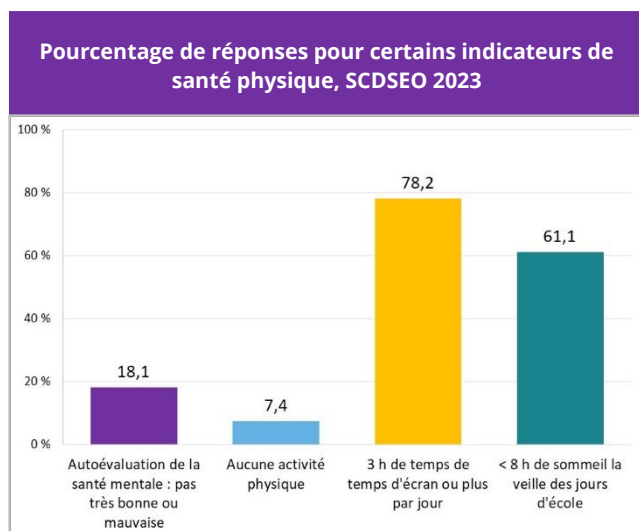
Vie familiale et vie scolaire

- Près de la moitié (46 %) des élèves ont déclaré qu'ils ne parlaient que rarement à leurs parents, voire jamais, de leurs problèmes ou de ce qu'ils ressentent.
- Près d'un tiers (30 %) des élèves ont déclaré aimer beaucoup ou assez l'école. Environ 41 % aiment l'école dans une certaine mesure, et 29 % disent ne pas aimer l'école.
- La plupart des élèves se sentent proches des personnes qu'ils côtoient à l'école (77 %), 76 % ont un sentiment d'appartenance à leur école et 87 % s'y sentent en sécurité.
- Les pourcentages d'élèves ayant déclaré : aimer beaucoup ou assez l'école; avoir un sentiment d'appartenance envers leur école; se sentir proches des personnes qu'ils côtoient à l'école et s'y sentir en sécurité ont diminué de manière significative au cours des dernières années.
- Plus d'un quart (28 %) des élèves ont déclaré avoir un faible statut social subjectif à l'école (c'est-à-dire qu'ils ont le sentiment de ne pas être respectés par les autres élèves et d'être tenus à l'écart).
- Neuf pour cent (9 %, soit un onzième) des élèves ont déclaré se sentir parfois ou souvent victimes de discrimination à l'école en raison de leur race ou de leur origine ethnique. Environ 7 % ont déclaré se sentir victimes de discrimination à l'école en raison de leur religion ou de leurs croyances religieuses, et environ 7 % ont déclaré se sentir victimes de discrimination à l'école en raison d'un handicap. Un pourcentage similaire d'élèves du secondaire se sentent victimes de discrimination à l'école en raison de leur identité de genre ou de leur orientation sexuelle.

Santé physique

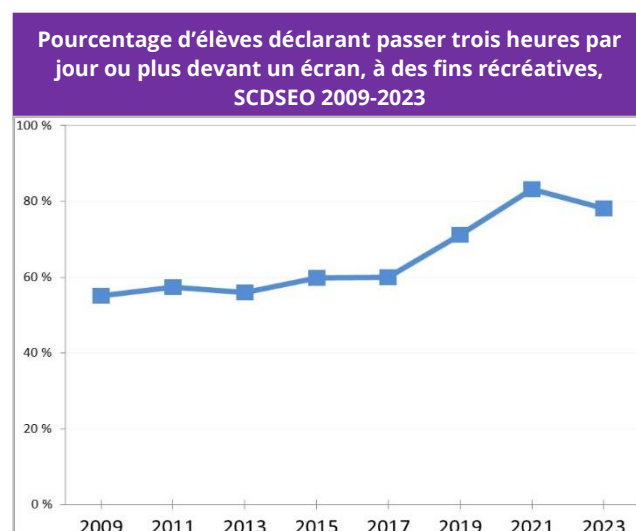
Santé physique autoévaluée et problèmes de santé

- La moitié (50 %) des élèves estiment que leur santé physique est excellente ou très bonne, mais environ 8 % (1 sur 6) ont déclaré que leur état de santé n'était pas très bon ou qu'il était franchement mauvais.
- Le nombre des déclarations indiquant un état de santé pas très bon ou mauvais s'est significativement accru ces dernières années et l'estimation pour 2023 figure parmi les plus élevées enregistrées depuis l'introduction de la question, il y a plusieurs dizaines d'années.
- Parmi les problèmes de santé le plus fréquemment évoqués dans les réponses au sondage, les principaux sont les problèmes de santé mentale, dont la dépression et l'anxiété (21 %), le trouble déficitaire de l'attention avec ou sans hyperactivité (12 %) et les troubles de la vue (9 %).



Activité physique, temps d'écran et sommeil

- Un quart (26 %) des élèves ont satisfait aux recommandations en matière d'activité physique quotidienne (définie comme un total d'au moins 60 minutes d'activité modérée à vigoureuse par jour) au cours des sept derniers jours. En revanche, environ 7 % des élèves ont été physiquement inactifs au cours de chacun des sept derniers jours.
- Plus de trois quarts (78 %) des élèves ont un comportement sédentaire associé au temps d'écran, passant trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir, ce qui est plus élevé que la durée préconisée dans les *Directives canadiennes de mouvement sur 24 heures pour les enfants et les jeunes*.
- Bien que le pourcentage d'élèves déclarant passer trois heures ou plus par jour devant un écran à des fins récréatives ait significativement diminué entre 2021 (83 %) et 2023 (78 %), il n'en demeure pas moins parmi les plus élevés depuis l'introduction de la question, en 2009.
- Plus d'un tiers (39 %) des élèves ont déclaré dormir habituellement huit heures ou plus la veille des jours d'école, en moyenne. La majorité des élèves (61 %) dorment donc moins de huit heures par nuit.



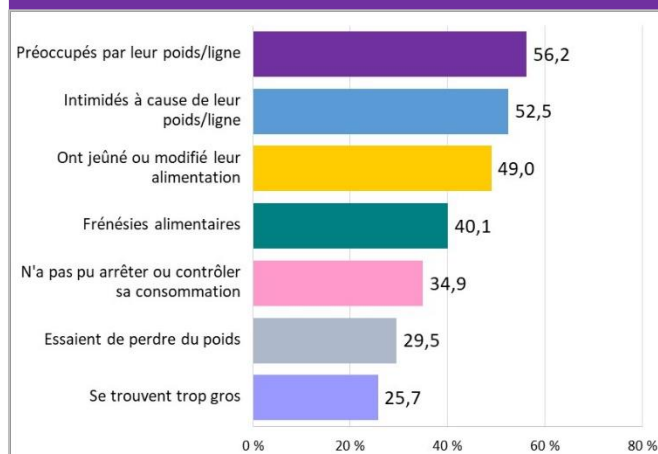
Troubles de l'alimentation et de l'image corporelle

- Plus de la moitié (56 %) des élèves sont insatisfaits de leur ligne, de leur poids ou de leur manque de musculature, une préoccupation constante ou qui revient plus ou moins souvent.
- Environ un tiers (35 %) des élèves ont déclaré avoir été incapables de s'arrêter de manger au moins une fois au cours du mois écoulé.
- Environ 40 % des élèves ont déclaré s'être gavés de nourriture au moins une fois au cours du mois écoulé.
- Environ la moitié (49 %) des élèves ont déclaré s'être abstenus de manger ou avoir mangé de manière à modifier leur poids, leur ligne ou leur musculature au moins une fois au cours du mois écoulé.
- Plus de la moitié (58 %) des élèves sont satisfaits de leur poids. Un quart d'entre eux (26 %) se trouvent trop gros et 17 % se trouvent trop maigres.
- Le nombre d'élèves qui se trouvent trop gros est resté stable au cours de la dernière décennie. Cependant, il y a eu une augmentation significative (de 19 % à 26 %) depuis 2001, année où la question a été introduite.
- Un tiers (34 %) des élèves n'essaient pas de modifier leur poids. Environ 30 % essaient de perdre du poids, 19 % veulent éviter de prendre du poids et 17 % veulent en prendre.
- Plus de la moitié (53 %) des élèves ont déclaré avoir été victimes d'intimidation en raison de leur poids ou de leur silhouette au moins une fois au cours de l'année écoulée (c'est-à-dire qu'ils ont été taquinés ou harcelés à propos de leur poids ou de leur ligne).
- Le pourcentage d'élèves déclarant avoir été victimes d'intimidation en raison de leur poids ou de leur ligne au moins une fois au cours de l'année écoulée a augmenté de manière significative entre 2021 (année d'introduction de la question) et 2023, passant de 40 % à 53 %.

Traumatismes crâniens et comportements à risque au volant

- Plus d'un tiers (40 %) des élèves ont déclaré avoir subi un traumatisme crânien au cours de leur vie. Treize pour cent (13 %, soit environ un huitième) d'entre eux ont déclaré avoir subi un traumatisme crânien au cours de l'année écoulée.
- Le pourcentage d'élèves déclarant avoir subi un traumatisme crânien au cours de l'année écoulée a augmenté de façon significative entre 2021 et 2023, passant de 9 % à 13 % et revenant ainsi au niveau observé lorsque la question a été introduite, en 2017.
- Plus d'un tiers (39 %) des élèves de la 10^e à la 12^e année qui conduisent ont déclaré avoir texté au volant au moins une fois au cours de l'année écoulée.
- Le pourcentage d'adolescents qui conduisent et qui ont déclaré texter au volant a augmenté de manière significative entre 2019 et 2023, passant de 29 % à 39 %. Cependant, les chiffres actuels sont comparables aux chiffres enregistrés il y a dix ans, lorsque la question a été introduite.

Pourcentage de réponses pour certains indicateurs de troubles de l'alimentation et de l'image corporelle, SCDSEO 2023



Santé mentale

Autoévaluation de la santé mentale

- Un peu plus d'un tiers (36 %) des élèves estiment que leur santé mentale est excellente ou très bonne, tandis qu'un pourcentage comparable (38 %) des élèves estiment qu'elle n'est pas très bonne ou qu'elle est franchement mauvaise.
- Le pourcentage d'élèves qui estiment que leur santé mentale n'est pas très bonne ou mauvaise a augmenté de façon significative depuis 2007 (année d'introduction de la question), passant de 11 % à 38 %.

Faible estime de soi et solitude

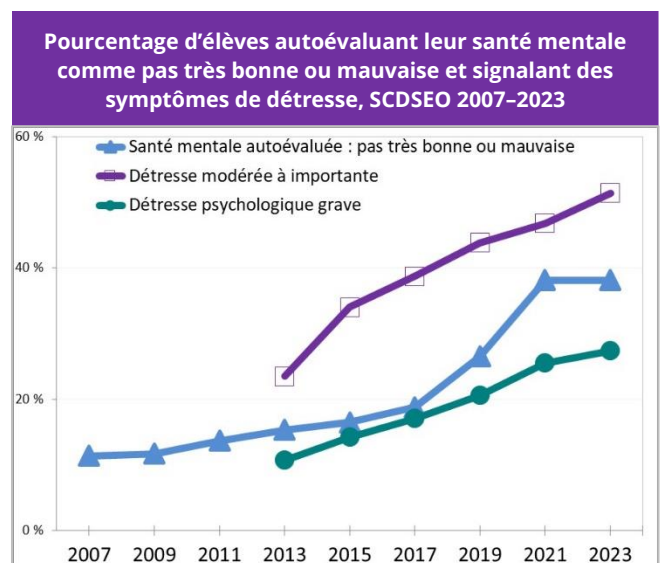
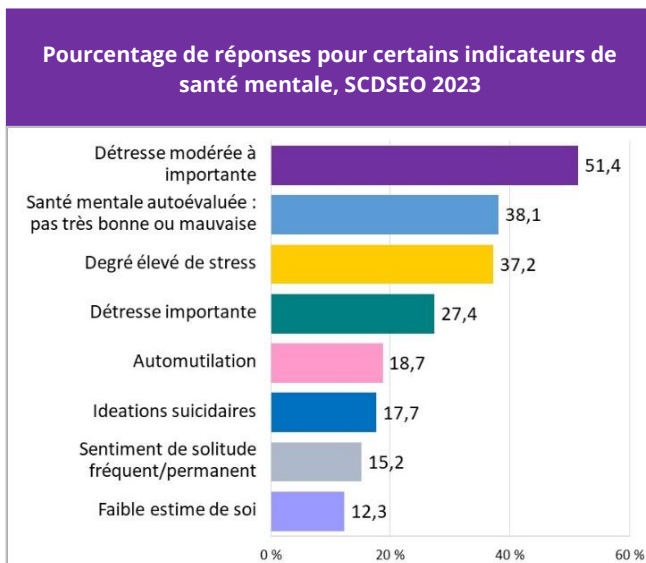
- Douze pour cent (12 %, soit environ un huitième) des élèves ont déclaré avoir une faible estime d'eux-mêmes (sentent qu'ils n'ont pas satisfait à leurs attentes envers eux-mêmes).
- Le pourcentage d'élèves ayant une faible estime d'eux-mêmes a augmenté de manière significative depuis 2015 (année d'introduction de la question), passant de 7 % à 12 %.
- Quinze pour cent (15 %, soit un septième) des élèves ont déclaré se sentir souvent ou toujours seuls.

Degré élevé de stress

- Plus d'un tiers (37 %) des élèves ont déclaré éprouver un degré élevé de stress.
- Le pourcentage d'élèves déclarant éprouver un degré élevé de stress a augmenté de manière significative depuis 2015 (année d'introduction de la question), passant de 29 % à 37 %.

Détresse psychologique

- La moitié (51 %) des élèves ont déclaré éprouver un sentiment de détresse (symptômes d'anxiété et de dépression) modéré ou important.
- Plus d'un quart (27 %) des élèves ont indiqué éprouver un grand sentiment de détresse.
- Les deux indicateurs de détresse sont restés stables entre 2021 et 2023, mais ils ont augmenté de manière significative depuis l'introduction de la question, il y a dix ans. La détresse modérée est passée de 24 % en 2013 à 51 % en 2023, et la détresse grave est passée de 11 % en 2013 à 27 % en 2023.



Automutilation et suicide

- Dix-neuf pour cent (19 %, soit près d'un cinquième) des élèves ont déclaré s'être volontairement infligé des blessures au cours de l'année écoulée.
- Le pourcentage d'élèves déclarant s'être infligé des blessures au cours de l'année écoulée a augmenté de manière significative entre 2019 (année d'introduction de la question) et 2023, passant de 15 % à 19 %.
- Dix-huit pour cent (18 %, soit un sixième) des élèves ont eu des idées suicidaires intenses au cours de l'année écoulée, et 5 % ont déclaré avoir fait une tentative de suicide au cours de l'année.
- Le pourcentage d'élèves déclarant avoir eu des idées suicidaires au cours de l'année écoulée a augmenté de façon significative depuis 2001, année d'introduction de la question, passant de 11 % à 18 %.
- Le pourcentage d'élèves déclarant avoir fait une tentative de suicide au cours de l'année écoulée est resté relativement stable depuis 2007 (année d'introduction de la question), fluctuant entre 3 % et 5 %.

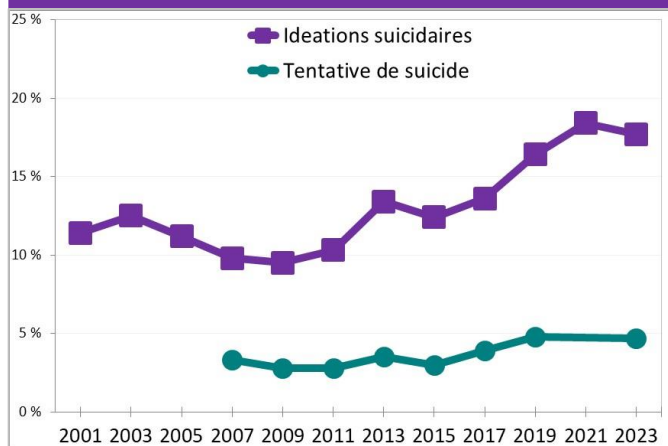
Anxiété liée aux changements climatiques

- Dix-huit pour cent (18 %, un sixième) des élèves sont très inquiets ou extrêmement inquiets au sujet des changements climatiques.
- Un peu moins de la moitié (45 %) des élèves ont déclaré être déprimés par les conséquences des changements climatiques sur l'avenir.

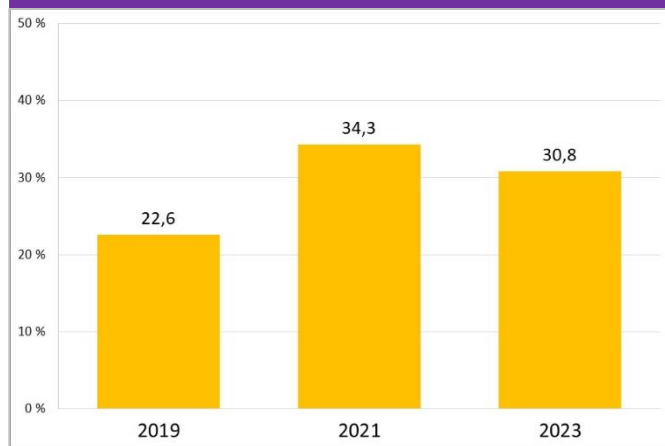
Capacité à faire face aux difficultés

- Plus d'un tiers (35 %) des élèves estiment que leur capacité à faire face à des difficultés inattendues est excellente ou très bonne. Un pourcentage comparable (31 %) d'élèves estiment que leur capacité à faire face est passable ou insuffisante.
- Le pourcentage d'élèves déclarant être incapables de faire face à des difficultés inattendues a augmenté de façon significative entre 2019 (année d'introduction de la question) et 2023, passant de 23 % à 31 %.

Pourcentage d'élèves ayant déclaré avoir eu des idées suicidaires ou tenté de se suicider au cours de l'année écoulée, SCDSEO 2001-2023



Pourcentage d'élèves déclarant que leur capacité à faire face à des difficultés inattendues est passable ou mauvaise, SCDSEO 2019-2023



Prescription de médicaments psychiatriques

- Environ 5 % des élèves ont pris des médicaments prescrits pour le trouble déficitaire de l'attention avec ou sans hyperactivité (TDAH) (Adderall, Ritalin, Concerta, etc.) au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir pris des médicaments pour le TDAH est resté stable au cours des dernières années, mais il a augmenté de façon significative depuis l'introduction de la question en 2007, passant de 2 % à 5 %.
- Environ un dixième des élèves du secondaire (10 %) ont déclaré avoir reçu une ordonnance pour le traitement de l'anxiété, de la dépression ou des deux au cours de l'année écoulée.
- Le pourcentage d'élèves du secondaire ayant déclaré avoir reçu une ordonnance pour le traitement de l'anxiété, de la dépression ou des deux a augmenté de façon significative depuis 2001 (année d'introduction de la question), passant de 3 % à 10 %.

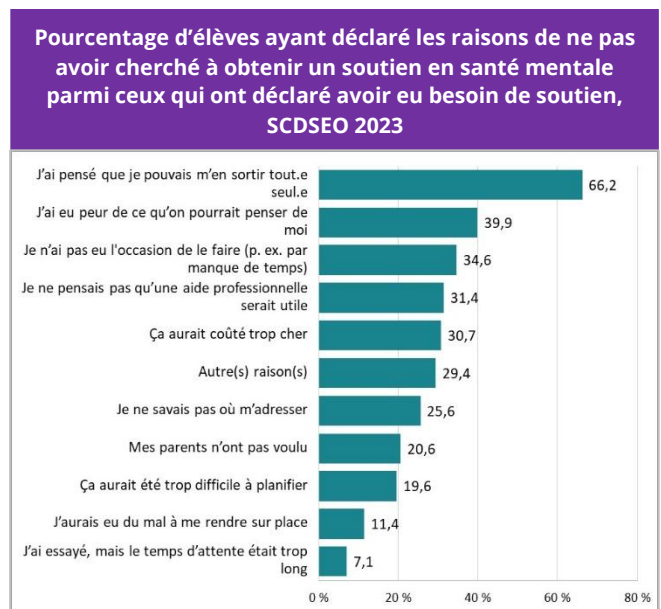
Soutien en santé mentale

- Plus de la moitié (57 %) des élèves ont déclaré savoir comment obtenir des services de santé mentale en milieu scolaire. Vingt-deux pour cent (22 %, soit environ un cinquième) des élèves ont déclaré ne pas savoir comment faire et un pourcentage comparable (21 %) des élèves ont indiqué une incertitude à ce sujet.
- Quatorze pour cent (14 %, soit environ un septième) des élèves ont déclaré avoir eu recours à des services de santé mentale à l'école au cours de l'année scolaire.
- Plus d'un tiers (36 %) des élèves ont déclaré avoir consulté un-e professionnel-le en santé mentale (y compris à l'école) au moins une fois au cours de l'année écoulée.

- Environ 6 % des élèves ont déclaré avoir cherché des conseils soit en appelant une ligne d'assistance téléphonique, soit en faisant des recherches sur Internet (ou les deux) au moins une fois au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir cherché des conseils en appelant une ligne d'assistance téléphonique ou en faisant des recherches sur Internet a considérablement augmenté depuis 2011 (année d'introduction de la question), passant de 2 % à 6 %.

Obstacles à la recherche d'un soutien en santé mentale

- Un tiers (33 %) des élèves ont déclaré qu'ils auraient pu bénéficier d'un soutien professionnel en santé mentale au cours de l'année, mais qu'ils n'en avaient pas cherché.
- Parmi les élèves ayant déclaré avoir eu besoin d'un soutien professionnel en santé mentale mais ne pas en avoir cherché, les raisons le plus couramment invoquées étaient les suivantes : ils pensaient pouvoir se débrouiller seuls, ils avaient peur de ce qu'on penserait d'eux, ils étaient trop occupés.



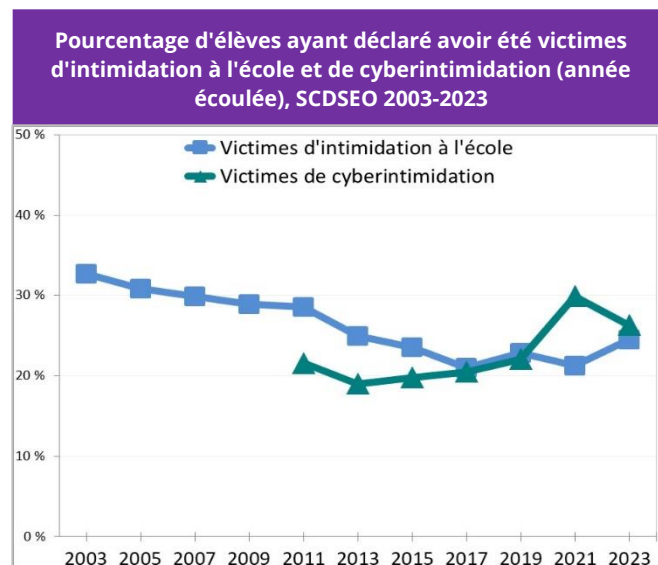
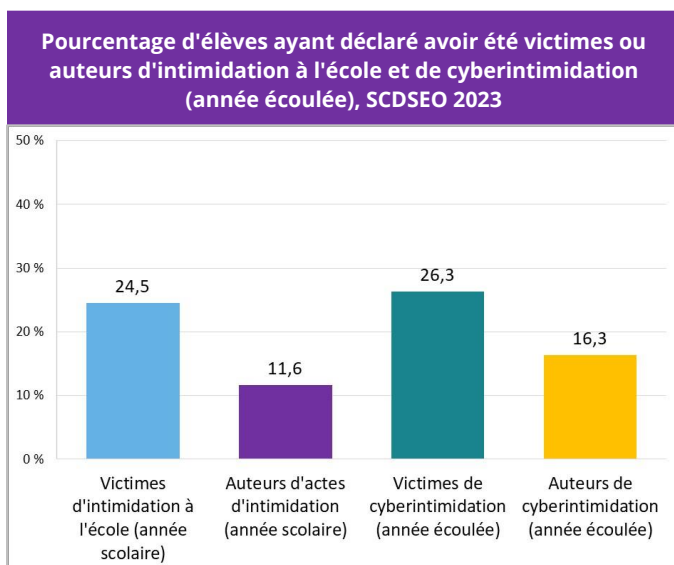
Intimidation

Intimidation à l'école

- Un quart (25 %) des élèves ont déclaré avoir été intimidés à l'école depuis le début de l'année scolaire. La forme d'intimidation la plus répandue à l'école est l'intimidation verbale (20 %); 3 % des élèves ont déclaré avoir été principalement victimes d'agression physique et 2 % ont dit avoir été victimes de vol ou de vandalisme.
- Douze pour cent (12 %, soit un huitième) des élèves ont déclaré avoir intimidé d'autres élèves à l'école depuis septembre. La forme la plus répandue d'intimidation à l'école est l'intimidation verbale (9 %), suivie de l'agression physique (2 %) et du vol ou vandalisme (moins de 1 %).
- Le pourcentage d'élèves ayant déclaré avoir été victimes d'intimidation à l'école est resté stable au cours des dix dernières années (depuis 2013), mais a diminué de façon sensible depuis 2003, année d'introduction de la question, passant de 33 % à 25 %.
- Le pourcentage d'élèves ayant déclaré en avoir intimidé d'autres a également diminué depuis 2003, passant de 30 % à 12 %.

Cyberintimidation

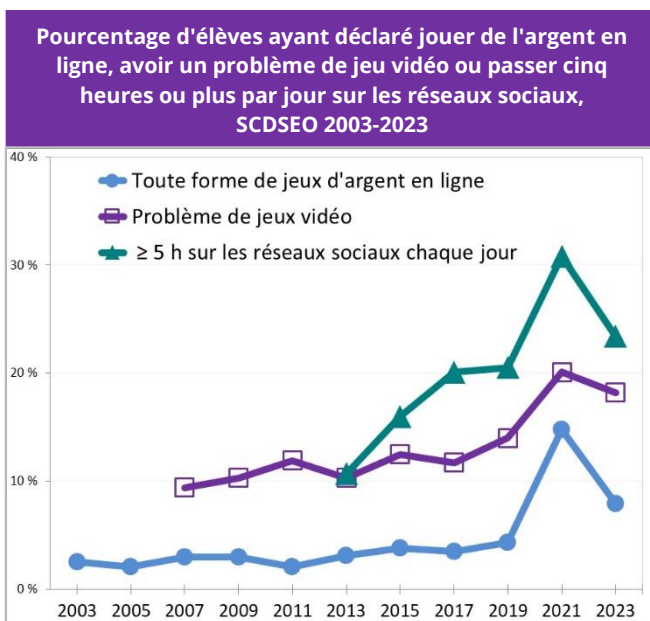
- Un quart (26 %) des élèves ont déclaré avoir été victimes d'intimidation sur Internet au cours de l'année écoulée.
- Seize pour cent (16 %, soit un sixième) des élèves ont déclaré avoir pratiqué l'intimidation sur Internet au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir été victimes d'intimidation sur Internet au cours de l'année écoulée a augmenté de manière significative depuis 2011, année d'introduction de la question, passant de 22 % à 26 %.
- Le pourcentage d'élèves ayant déclaré avoir pratiqué l'intimidation sur Internet a augmenté de manière significative depuis 2017, année d'introduction de la question, passant de 10 % à 16 %.



Jeux de hasard et d'argent, jeux vidéo et fréquentation des réseaux sociaux

Jeux de hasard et d'argent

- Environ 8 % des élèves déclarent avoir parié de l'argent dans le cadre de jeux en ligne (casinos virtuels, paris sportifs, etc.) au moins une fois au cours de l'année écoulée.
 - Environ un quart (24 %) des élèves ont déclaré avoir dépensé de l'argent dans des jeux vidéo au cours de l'année (pour acheter des lots aléatoires, des clés ou de la monnaie de jeu, ou jouer en bourse d'objets virtuels).
 - Environ 16 % des élèves déclarent avoir joué de l'argent dans le cadre d'autres activités : jeux de cartes, dés, loteries, cartes à gratter, etc., au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir joué de l'argent en ligne au cours de l'année écoulée a considérablement diminué entre 2021 et 2023, passant de 15 % à 8 %. Toutefois, malgré cette baisse récente, l'estimation actuelle reste plus élevée que celle de 2003 (2 %), année d'introduction de la question.



Jeux vidéo

- Plus d'un quart (28 %) des élèves jouent quotidiennement ou presque à des jeux vidéo. Environ 12 % (soit un huitième) jouent à des jeux vidéo pendant cinq heures ou plus par jour.
 - Dix-huit pour cent des élèves (18 %, soit un sixième) ont signalé des symptômes d'un problème lié aux jeux vidéo (tels que préoccupation, tolérance, perte de contrôle, repli sur soi, comportement d'évasion, indifférence aux conséquences, perturbation de la vie familiale ou de la vie scolaire).
- Le pourcentage d'élèves ayant signalé des symptômes d'un problème lié aux jeux vidéo a considérablement augmenté depuis 2007, date d'introduction de la question, passant de 9 % à 18 %.

Fréquentation des réseaux sociaux

- Une très large majorité (94 %) d'élèves fréquentent quotidiennement les réseaux sociaux et environ un quart (23 %) y consacrent cinq heures par jour ou plus.
- Le pourcentage d'élèves qui ont déclaré passer cinq heures par jour ou plus sur les réseaux sociaux a considérablement diminué entre 2021 (31 %) et 2023 (23 %). Cependant, l'estimation actuelle reste plus élevée qu'en 2013 (11 %), date d'introduction de la question.- Environ 9 % des élèves (soit un onzième) ont signalé des symptômes d'usage problématique des réseaux sociaux (tels que préoccupation, tolérance, perte de contrôle, repli sur soi, comportement d'évasion, conflits avec la famille).

Variations selon le sexe*

↑ Les garçons ont été plus nombreux à déclarer :	↑ Les filles ont été plus nombreuses à déclarer :
<ul style="list-style-type: none"> ne parler que rarement de leurs problèmes à leurs parents, voire jamais aimer l'école et juger positif le climat scolaire être physiquement actifs au quotidien se percevoir comme trop maigres dormir au moins huit heures la veille des jours d'école intimider des élèves à l'école pratiquer la cyberintimidation jouer de l'argent, en ligne ou d'une autre façon passer cinq heures par jour ou plus à des jeux vidéo faire un usage problématique des jeux vidéo 	<ul style="list-style-type: none"> avoir une santé physique pas très bonne ou mauvaise passer trois heures ou plus par jour devant un écran durant leurs loisirs avoir des symptômes de troubles de l'alimentation se percevoir comme trop grosses avoir été victimes d'intimidation à cause de leur poids ou de leur ligne avoir une santé mentale pas très bonne ou mauvaise avoir une faible estime d'elles-mêmes éprouver beaucoup de stress se sentir souvent ou toujours seules ressentir une détresse modérée ou grave s'être automutilées avoir eu des idéations suicidaires et avoir tenté de se suicider être inquiètes au sujet des changements climatiques se sentir déprimées face à l'avenir en raison des changements climatiques avoir une capacité à faire face aux problèmes passable ou insuffisante prendre des médicaments d'ordonnance pour l'anxiété ou la dépression recourir aux services de santé mentale offerts par leur école avoir consulté un·e professionnel·le de la santé mentale avoir cherché des conseils en appelant une ligne d'assistance ou en faisant des recherches sur Internet avoir besoin d'un soutien en santé mentale, sans avoir fait de démarches en ce sens être victimes d'intimidation passer quotidiennement cinq heures par jour sur les réseaux sociaux ou plus faire un usage problématique des réseaux sociaux

Variations selon l'année d'études

↑ Le nombre d'élèves ayant déclaré ce qui suit augmente avec les années d'études	↓ Le nombre d'élèves ayant déclaré ce qui suit diminue avec les années d'études
<ul style="list-style-type: none"> ne parler que rarement de leurs problèmes à leurs parents, voire jamais passer trois heures ou plus par jour devant un écran texter au volant avoir une santé physique pas très bonne ou mauvaise (autoévaluée) avoir une faible estime d'eux-mêmes éprouver beaucoup de stress se sentir souvent ou toujours seuls éprouver un sentiment de détresse modéré ou important avoir des idéations suicidaires avoir besoin d'un soutien en santé mentale, sans avoir fait de démarches en ce sens être inquiets au sujet des changements climatiques recourir aux services de santé mentale offerts par leur école jouer de l'argent en ligne 	<ul style="list-style-type: none"> aimer l'école et juger positif le climat scolaire être physiquement actifs au quotidien dormir au moins huit heures la veille des jours d'école avoir subi un traumatisme crânien au cours de l'année avoir été intimidés à l'école avoir été victimes de cyberintimidation faire un usage problématique des réseaux sociaux

* désigne le sexe assigné à la naissance

Différences régionales

Aux fins du sondage, la province a été divisée en quatre régions : la région du grand Toronto (Toronto et régions de Durham, York, Peel et Halton), le nord de l'Ontario (districts de Parry Sound et de Nipissing, et régions situées plus au nord), l'ouest de l'Ontario (comté de Dufferin et régions situées plus à l'ouest) et est de l'Ontario (comté de Simcoe et régions situées plus à l'est). Le tableau ci-dessous indique les différences régionales statistiquement significatives.

↑ Au-dessus de la moyenne provinciale
Région du Grand Toronto (RGT)
▪ aiment l'école
▪ trois heures de temps d'écran par jour ou plus
Nord de l'Ontario
▪ activité physique quotidienne

↓ En dessous de la moyenne provinciale
Région du grand Toronto (RGT)
▪ activité physique quotidienne
▪ traumatisme crânien
Nord de l'Ontario
▪ trois heures de temps d'écran par jour ou plus
Est de l'Ontario
▪ santé autoévaluée comme pas très bonne ou mauvaise
▪ cinq heures par jour ou plus passées à jouer à des jeux vidéo

Tendances récentes

Le tableau suivant résume les changements significatifs intervenus entre 2021 et 2023 pour l'ensemble des élèves ayant participé au sondage.

	2019	2021		2023
Aiment beaucoup ou assez l'école	36 %	42 %	↓	30 %
Trois heures de temps d'écran ou plus par jour	71 %	83 %	↓	78 %
Ont été victimes d'intimidation à cause de leur poids ou de leur ligne (année écoulée)	s/o	40 %	↑	53 %
Huit heures de sommeil ou plus la veille des jours d'école	37 %	49 %	↓	39 %
Traumatisme crânien (année écoulée)	15 %	9 %	↑	13 %
Usage médical d'opioïdes (année écoulée)	20 %	15 %	↑	25 %
Jeux d'argent en ligne (année écoulée)	4 %	15 %	↓	8 %
Passent cinq heures par jour ou plus sur les réseaux sociaux	21 %	31 %	↓	23 %

Remarque : les estimations pour 2019 sont indiquées à titre de référence.

Survol des tendances

Tendances pour certains indicateurs liés à la santé mentale et au bien-être (total des réponses)

Indicateurs	Années scolaires	Périodes	Changements	
Autoévaluation de la santé physique : pas très bonne ou mauvaise	7 ^e , 9 ^e , 11 ^e	1991–2023	↑	Augmentation : de 6 % à 18 %
Activité physique quotidienne (60 minutes par jour)	7 ^e -12 ^e	2009–2023	↑	Augmentation : de 21 % à 26 %
Trois heures ou plus de temps d'écran récréatif par jour	7 ^e -12 ^e	2009–2023	↑	Augmentation : de 55 % à 78 %
Se trouvent trop gros	7 ^e -12 ^e	2001–2023	↑	Augmentation : de 19 % à 26 %
Usage médical d'opioïdes (année écoulée)	7 ^e -12 ^e	2007–2023	↓	Diminution : de 41 % à 25 %
Autoévaluation de la santé mentale : pas très bonne ou mauvaise	7 ^e -12 ^e	2007–2023	↑	Augmentation : de 11 % to 38 %
Faible estime de soi	7 ^e -12 ^e	2015–2023	↑	Augmentation : de 7 % à 12 %
Degré élevé de stress (mois écoulé)	7 ^e -12 ^e	2015–2023	↑	Augmentation : de 29 % à 37 %
Sentiment de détresse modéré ou important (mois écoulé)	7 ^e -12 ^e	2013–2023	↑	Augmentation : de 24 % à 51 %
Détresse grave (mois écoulé)	7 ^e -12 ^e	2013–2023	↑	Augmentation : de 11 % à 27 %
Automutilation (année écoulée)	7 ^e -12 ^e	2019–2023	↑	Augmentation : de 15 % à 19 %
Idéations suicidaires (année écoulée)	7 ^e -12 ^e	2001–2023	↑	Augmentation : de 11 % à 18 %
Tentative de suicide (année écoulée)	7 ^e -12 ^e	2007–2023	■	Pas de changement
Capacité à faire face à des difficultés inattendues passable ou insuffisante	7 ^e -12 ^e	2019–2023	↑	Augmentation : de 23 % à 31 %
Prise de médicaments pour le TDAH (année écoulée)	7 ^e -12 ^e	2007–2023	↑	Augmentation : de 2 % à 5 %
Prise de médicaments pour l'anxiété, la dépression ou des deux affections (année écoulée)	9 ^e -12 ^e	2001–2023	↑	Augmentation : de 3 % à 10 %
Recherche de conseils en appelant une ligne d'assistance téléphonique ou en faisant des recherches sur Internet	7 ^e -12 ^e	2011–2023	↑	Augmentation : de 2 % à 6 %
Victimes d'intimidation à l'école (durant l'année scolaire)	7 ^e -12 ^e	2003–2023	↓	Diminution : de 33 % à 25 %
Victimes de cyberintimidation (année écoulée)	7 ^e -12 ^e	2011–2023	↑	Augmentation : de 22 % à 26 %
Jeux d'argent en ligne (année écoulée)	7 ^e -12 ^e	2003–2023	↑	Augmentation : de 3 % à 8 %
Problème lié aux jeux vidéo (année écoulée)	7 ^e -12 ^e	2007–2023	↑	Augmentation : de 9 % à 18 %
Cinq heures par jour ou plus passées sur les réseaux sociaux	7 ^e -12 ^e	2013–2023	↑	Augmentation : de 11 % à 23 %

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par sexe – SCDSEO 2023 (7^e à 12^e année)

Indicateur	% total	Garçons	Filles	
Climat scolaire				
aiment beaucoup ou assez l'école	30,4	32,6	28,1	*
se sentent proches des personnes qu'ils côtoient à l'école	77,4	82,1	72,4	*
ont un sentiment d'appartenance à leur école	76,0	78,4	73,5	*
se sentent en sécurité à l'école	87,0	89,2	84,6	*
Santé physique				
jugent leur santé physique pas très bonne ou mauvaise	18,1	13,8	22,6	*
ont une activité physique quotidienne (60 minutes par jour, semaine écoulée)	25,5	32,6	18,1	*
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	78,2	75,2	81,3	*
sont préoccupés par leur poids, leur ligne, leur manque de musculature	56,2	42,9	70,1	*
se trouvent trop gros	25,7	18,9	33,1	*
ont été victimes de vexations à propos de leur poids ou de leur ligne (année écoulée)	52,5	49,5	55,7	*
dorment huit heures ou plus la veille des jours d'école	38,9	44,4	33,1	*
ont subi un traumatisme crânien (année écoulée)	13,3	13,8	12,8	
ont texté au volant (10 ^e -12 ^e année, élèves avec permis, année écoulée)	38,7	41,1	35,7	
Santé mentale				
jugent leur santé mentale pas très bonne ou mauvaise	38,1	22,4	53,9	*
ont une faible estime d'eux-mêmes	12,3	9,1	15,4	*
éprouvent un degré élevé de stress	37,2	23,0	51,5	*
se sentent souvent ou toujours seuls	15,2	10,1	20,2	*
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	51,4	35,7	67,8	*
éprouvent une détresse grave (mois écoulé)	27,4	14,8	40,5	*
se sont automutilés (année écoulée)	18,7	10,0	27,6	*
ont eu des idéations suicidaires (année écoulée)	17,7	10,7	24,6	*
ont fait une tentative de suicide (année écoulée)	4,7	2,9	6,5	*
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	17,5	13,2	21,7	*
sont déprimés par les conséquences des changements climatiques sur l'avenir	44,5	38,4	50,5	*
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	30,8	22,1	39,4	*
ont pris des médicaments pour le TDAH (année écoulée)	5,4	5,9	4,9	
ont pris des médicaments pour l'anxiété, la dépression ou les deux ^{††}	9,7	5,3	14,0	*
savent comment obtenir des services de santé mentale en milieu scolaire	56,8	56,1	57,5	
ont eu recours à des services de santé mentale à l'école (année scolaire)	14,3	10,0	18,6	*
ont consulté un-e professionnel-le en santé mentale (y compris à l'école)	35,6	28,5	42,6	*
ont cherché des conseils en appelant une ligne d'assistance ou en faisant des recherches sur Internet	5,5	3,1	8,0	*
ont eu besoin d'un soutien professionnel en santé mentale mais n'en ont pas cherché	33,0	18,3	47,8	*
Intimidation				
ont été victimes d'intimidation à l'école au cours de l'année scolaire	24,5	23,5	25,4	
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	11,6	13,2	9,9	*
ont été victimes de cyberintimidation (année écoulée)	26,3	22,8	29,9	*
ont pratiqué la cyberintimidation (année écoulée)	16,3	19,3	13,2	*
Jeux d'argent, jeux vidéo, fréquentation des réseaux sociaux				
ont joué en ligne (année écoulée)	7,9	12,4	3,0	*
ont dépensé de l'argent dans des jeux vidéo (année écoulée)	23,6	34,5	11,8	*
ont joué de l'argent dans le cadre d'autres activités (année écoulée)	15,5	19,0	11,6	*
ont un problème lié aux jeux vidéo (année écoulée)	18,2	24,5	11,5	*
passent cinq heures ou plus par jour ou plus sur les réseaux sociaux	23,4	15,9	31,2	*
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	8,8	5,5	12,1	*

Remarque : la taille totale de l'échantillon est de 10 145 élèves; certaines estimations sont basées sur un demi-échantillon aléatoire; la lettre « s » indique que l'estimation a été supprimée en raison du manque de fiabilité; l'astérisque * indique une différence significative entre les sexes ($p < 0,05$) indépendamment des autres facteurs; ^{††} s'applique exclusivement aux élèves de la 9^e à la 12^e année; la prise de médicaments à des fins médicales indique que les médicaments ont été prescrits aux élèves.

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par année scolaire – SCDSEO 2023 (7^e à 12^e année)

Indicateur	7 ^e	8 ^e	9 ^e	10 ^e	11 ^e	12 ^e
Climat scolaire						
aiment beaucoup ou assez l'école	35,4	32,8	28,9	25,2	31,1	30,7 *
se sentent proches des personnes qu'ils côtoient à l'école	84,2	81,7	77,4	77,9	74,1	72,4 *
ont un sentiment d'appartenance à leur école	80,5	81,6	74,2	75,7	72,4	74,1 *
se sentent en sécurité à l'école	87,9	88,0	86,1	85,2	86,8	88,0
Santé physique						
jugent leur santé physique pas très bonne ou mauvaise	15,4	17,9	19,0	18,1	19,7	17,8
ont une activité physique quotidienne (60 minutes par jour, semaine écoulée)	36,7	33,9	24,9	23,8	20,0	18,9 *
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	66,3	73,9	83,8	80,7	78,1	82,2 *
sont préoccupés par leur poids, leur ligne, leur manque de musculature	56,4	55,2	54,5	56,8	57,4	56,7
se trouvent trop gros	20,2	27,4	23,5	29,1	28,7	24,3
ont été victimes de vexations à propos de leur poids ou de leur ligne (année écoulée)	54,7	53,5	51,0	52,1	55,9	49,2
dorment huit heures ou plus la veille des jours d'école	67,5	56,5	40,8	32,4	26,1	22,3 *
ont subi des traumatismes crâniens (année écoulée)	17,0	16,2	12,4	13,4	11,3	11,1 *
ont texté au volant (10 ^e -12 ^e année, avec permis, année écoulée)	--	--	--	14,7	28,1	51,0 *
Santé mentale						
jugent leur santé mentale pas très bonne ou mauvaise	29,5	32,7	33,1	40,2	44,2	45,1 *
ont une faible estime d'eux-mêmes	9,5	10,0	9,2	13,6	16,4	13,9 *
éprouvent un degré élevé de stress	20,6	29,0	32,4	39,9	44,9	49,7 *
se sentent souvent ou toujours seuls	10,4	10,3	14,2	15,9	19,9	18,3 *
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	40,9	41,5	50,0	52,8	58,7	59,0 *
éprouvent une détresse grave (mois écoulé)	21,3	21,9	25,6	30,3	31,8	30,5 *
se sont automutilés (année écoulée)	16,5	19,3	19,1	19,3	19,2	18,6
ont eu des idéations suicidaires (année écoulée)	13,9	11,5	17,1	17,7	21,9	21,6 *
ont fait une tentative de suicide (année écoulée)	s	4,5	5,1	4,9	5,7	3,7
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	14,1	12,6	16,6	20,6	20,2	19,3 *
sont déprimés par les conséquences des changements climatiques sur l'avenir	48,8	41,8	43,4	43,6	43,0	46,4
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	31,4	28,3	30,5	27,0	36,2	31,1
ont pris des médicaments pour le TDAH (année écoulée)	5,6	5,5	7,0	6,2	4,7	4,0
ont pris des médicaments pour l'anxiété, la dépression ou les deux ^{††}	--	--	7,7	9,2	11,1	10,6
savent comment obtenir des services de santé mentale en milieu scolaire	46,1	50,4	60,3	59,1	62,1	59,1 *
ont eu recours à des services de santé mentale à l'école (année scolaire)	10,7	12,4	10,2	15,9	18,2	17,1 *
ont consulté un-e professionnel-le en santé mentale (y compris à l'école)	31,2	33,4	32,2	38,9	40,5	36,4
ont cherché des conseils en appelant une ligne d'assistance ou en faisant des recherches sur Internet	s	5,3	5,0	6,8	7,2	5,5
ont eu besoin d'un soutien professionnel en santé mentale mais n'en ont pas cherché	21,4	27,6	27,2	35,4	39,5	42,1 *
Intimidation						
ont été victimes d'intimidation à l'école au cours de l'année scolaire	37,3	30,7	21,7	23,8	21,9	16,7 *
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	12,3	14,4	8,7	14,6	10,9	9,5
ont été victimes de cyberintimidation (année écoulée)	32,0	30,9	25,0	29,1	24,8	19,3 *
ont pratiqué la cyberintimidation (année écoulée)	18,5	20,6	15,9	18,4	15,9	10,6 *
Jeux d'argent, jeux vidéo, fréquentation des réseaux sociaux						
ont joué en ligne (année écoulée)	5,0	4,6	7,6	7,8	8,2	12,0 *
ont dépensé de l'argent dans des jeux vidéo (année écoulée)	24,1	29,8	23,0	22,4	21,5	22,8
ont joué de l'argent dans le cadre d'autres activités (année écoulée)	12,8	13,2	14,4	15,8	15,2	19,7
ont un problème lié aux jeux vidéo (année écoulée)	17,4	14,6	16,9	19,1	20,0	19,9
passent cinq heures ou plus par jour ou plus sur les réseaux sociaux	22,5	23,0	28,1	22,8	23,1	21,0 *
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	9,8	12,2	10,2	8,4	8,4	5,5 *

Remarques : l'astérisque * indique une différence significative entre les classes ($p < 0,05$) indépendamment des autres facteurs; la lettre « s » indique que l'estimation a été supprimée en raison du manque de fiabilité; ^{††} s'applique exclusivement aux élèves de la 9^e à la 12^e année ; la prise de médicaments à des fins médicales indique que les médicaments ont été prescrits aux élèves.

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par région – SCDSEO 2023 (7^e à 12^e année)

Indicateur	RGT	Nord	Ouest	Est
Climat scolaire				
aiment beaucoup ou assez l'école	33,5	26,0	28,8	26,5 *
se sentent proches des personnes qu'ils côtoient à l'école	78,6	78,8	75,4	76,9
ont un sentiment d'appartenance à leur école	76,5	75,4	74,3	77,3
se sentent en sécurité à l'école	86,4	87,4	86,4	89,0
Santé physique				
Jugent leur santé physique pas très bonne ou mauvaise	18,4	20,6	20,1	13,9 *
ont une activité physique quotidienne (60 minutes par jour, semaine écoulée)	23,5	31,7	27,5	26,2 *
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	80,3	72,5	74,9	78,8 *
sont préoccupés par leur poids, leur ligne, leur manque de musculature	55,8	53,5	59,5	53,3
se trouvent trop gros	23,6	28,9	31,6	21,9
ont été victimes de vexations à propos de leur poids ou de leur ligne (année écoulée)	52,6	54,9	55,9	47,3 *
dorment huit heures ou plus la veille des jours d'école	37,5	41,5	37,1	44,1
ont subi des traumatismes crâniens (année écoulée)	11,7	14,0	14,2	15,6 *
ont texté au volant (10 ^e -12 ^e année, avec permis, année écoulée)	32,2	48,8	44,4	41,7
Santé mentale				
jugent leur santé mentale pas très bonne ou mauvaise	37,4	39,3	40,6	36,1
ont une faible estime d'eux-mêmes	11,4	17,1	13,4	11,6
éprouvent un degré élevé de stress	37,8	38,4	38,0	34,6
se sentent souvent ou toujours seuls	14,9	18,8	16,8	12,9
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	52,4	47,5	52,6	48,4
éprouvent une détresse grave (mois écoulé)	26,9	29,3	30,3	24,2
se sont automutilés (année écoulée)	18,9	17,5	20,1	16,7
ont eu des idéations suicidaires (année écoulée)	18,0	23,8	17,2	16,1
ont fait une tentative de suicide (année écoulée)	4,2	s	5,2	4,6
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	18,1	12,8	16,8	18,2
sont déprimés par les conséquences des changements climatiques sur l'avenir	44,2	42,2	41,5	49,3
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	32,5	31,5	29,2	28,5
ont pris des médicaments pour le TDAH (année écoulée)	4,8	s	6,4	5,8
ont pris des médicaments pour l'anxiété, la dépression ou les deux ⁺⁺	7,8	12,9	11,0	11,9
savent comment obtenir des services de santé mentale en milieu scolaire	57,1	59,8	60,0	51,0
ont eu recours à des services de santé mentale à l'école (année scolaire)	13,8	18,0	13,9	15,2
ont consulté un-e professionnel-le en santé mentale (y compris à l'école)	34,7	42,5	36,0	35,7
ont cherché des conseils en appelant une ligne d'assistance ou en faisant des recherches sur Internet	5,9	s	6,8	3,4
ont eu besoin d'un soutien professionnel en santé mentale mais n'en ont pas cherché	33,0	34,4	33,8	31,7
Intimidation				
ont été victimes d'intimidation à l'école au cours de l'année scolaire	22,9	26,8	27,0	24,1
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	10,3	9,9	14,4	11,2
ont été victimes de cyberintimidation (année écoulée)	24,1	30,4	30,3	25,1
ont pratiqué la cyberintimidation (année écoulée)	15,7	14,7	19,2	14,0
Jeux d'argent, jeux vidéo, fréquentation des réseaux sociaux				
ont joué en ligne (année écoulée)	8,9	11,2	6,6	6,6
ont dépensé de l'argent dans des jeux vidéo (année écoulée)	22,6	23,8	27,6	20,8
ont joué de l'argent dans le cadre d'autres activités (année écoulée)	14,1	14,8	18,8	14,4
ont un problème lié aux jeux vidéo (année écoulée)	18,9	14,5	21,1	13,8
passent cinq heures ou plus par jour ou plus sur les réseaux sociaux	24,4	23,2	25,1	18,6 *
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	10,0	8,5	7,8	7,7

Remarques : RGT = Région du Grand Toronto; l'astérisque * indique une différence significative entre régions ($p < 0,05$) indépendamment des autres facteurs; la lettre « s » indique que l'estimation a été supprimée en raison du manque de fiabilité; ** s'applique exclusivement aux élèves de la 9^e à la 12^e année; la prise de médicaments à des fins médicales indique que les médicaments ont été prescrits aux élèves.

Méthodologie

Le Sondage sur la consommation de drogues et la santé des élèves de l'Ontario (SCDSEO) du Centre de toxicomanie et de santé mentale est une enquête sur la santé menée à l'échelle de l'Ontario auprès des élèves du primaire des 7^e et 8^e années et des élèves du secondaire de la 9^e à la 12^e année, et ce, tous les deux ans depuis sa création en 1977.

Reposant sur un plan d'échantillonnage stratifié (par région et par niveau de scolarité), à deux degrés (par école et par classe) et en grappes, le sondage de 2023 a été mené auprès de 10 145 élèves de la 7^e à la 12^e année répartis dans 848 classes, 235 écoles et 46 conseils scolaires publics, catholiques et de langue anglaise et française. Étaient exclus de l'échantillonnage les écoles des Premières Nations, des bases militaires, des hôpitaux et autres établissements et les écoles privées, ainsi que les classes pour l'enfance en difficulté et les classes d'anglais langue seconde.

Avant la tenue du sondage, il a été demandé aux parents de remplir des formulaires de consentement éclairé. Des questionnaires électroniques anonymes ou papier-crayon ont été administrés en classe pendant les heures de cours normales par des membres du personnel de l'Institute for Social Research de l'Université York, entre novembre 2022 et juin 2023. Les données de l'échantillon de 10 145 élèves ont été pondérées pour représenter un peu moins d'un million d'élèves de la 7^e à la 12^e année inscrits dans les écoles publiques de l'Ontario.

Remarque à propos du rapport 2021 du SCDSEO

En raison de la pandémie de COVID-19, les écoles de l'Ontario ont été fermées à l'apprentissage en personne durant l'année scolaire 2020-2021 et les données du SCDSEO ont donc été recueillies en ligne et non en classe, pendant les heures de classe, comme c'est habituellement le cas. Cela a entraîné une baisse considérable du taux de réponse des élèves pour ce cycle. Bien que les réponses au sondage aient été pondérées pour minimiser tout biais potentiel dû à l'abstention d'une bonne partie des élèves, ce facteur ne doit pas être négligé. Il faut donc faire preuve de prudence au sujet de la représentativité des estimations de 2021 à l'échelle provinciale.

Rendez-vous à la page Web du SCDSEO (en anglais) pour consulter les rapports et la rubrique FAQ :

www.camh.ca/osduhs

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The views expressed here are those of the authors and do not necessarily reflect those of CAMH.

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1. INTRODUCTION

Optimum health encompasses physical, mental and social well-being, not only the absence of illness and impairment. The physical, mental, and social well-being of youth are important for several reasons, not the least of which is their long-lasting effects over the life course. Childhood and adolescence are pivotal developmental stages during which many life-long health behaviours, beliefs, and attitudes become established. Therefore, healthy children have a good chance of becoming healthy adults.

This report describes physical health indicators, mental health indicators, bullying, gambling, problematic video gaming, problematic social media use and other risk behaviours among Ontario students in grades 7 to 12. The findings are based on the 24th cycle of the Centre for Addiction and Mental Health’s biennial Ontario Student Drug Use and Health Survey (OSDUHS), which is a biennial population health survey of students in grades 7 to 12 in Ontario’s publicly funded school system. Although the OSDUHS began in 1977 as a drug use survey, it has evolved into a broader health surveillance study by including measures related to mental health and well-being.

As a population health survey, the OSDUHS informs the “population health approach.” The ultimate goal of this approach is to maintain and improve the health of an entire population. The approach is evidenced-based, and as such, necessitates the surveillance of a broad set of health indicators and determinants. In turn, the resulting knowledge is applied to identify health status, health-related behaviours, and trends, and ultimately to support the development of policies and programs to improve the well-being of the population. Survey data provide one source of knowledge about health indicators and determinants among the general population.

Some objectives of the OSDUHS are to:

- provide scientifically reliable estimates of the size of the adolescent student population currently experiencing physical and mental health problems, and engaging in risk behaviours;
- identify the factors that correlate with physical and mental health indicators, such as demographics;
- examine the developmental trajectory of health indicators from early to late adolescence;
- assess changes in physical and mental health indicators in the population over time;
- assess changes in the social determinants of health;
- provide a basis for program and policy evaluation and the assessment of health goals and targets established by governmental and nongovernmental agencies; and
- provide scientific data that can confirm or challenge anecdotal and media reports.

This report presents physical and mental health indicators among Ontario students in grades 7 to 12 using data from the 2023 cycle of the OSDUHS, and trends since 1991, where possible. This report also presents findings about indicators new to OSDUHS in 2023, specifically perceived discrimination based on identity, knowledge and use of mental health support services at or through school, reasons for not seeking mental health support if needed, and problematic social media use. Ultimately, we are hopeful that these data and the knowledge provided in this and subsequent research publications will enrich our ability to enhance the well-being of children and adolescents.

Readers should note that CAMH publishes a companion report describing the extent of drug use among Ontario students since 1977, which is available at www.camh.ca/osduhs.

History of the OSDUHS

The Centre for Addiction and Mental Health's OSDUHS is the longest ongoing survey of elementary and secondary school students in Canada. In 1967, several Toronto school boards approached the former Addiction Research Foundation (now CAMH) for assistance in determining the extent of drug use among their students. Four biennial surveys were conducted from 1968 through 1974 that monitored alcohol, tobacco and other drug use among Toronto students in grades 7, 9, 11 and 13.

In 1977, the scope of the study was expanded to include students across Ontario, and in 1999 it was expanded again to include students in grades 7 through 13/OAC. In 2003, 13th graders were excluded from the sampling plan (because this grade was eliminated by the Province of Ontario), and the number of classes surveyed in secondary schools was increased.

For over 45 years, the OSDUHS has surveyed thousands of students every two years, and to date over 100,000 students in Ontario have participated. The study's history is underscored by considering that most of the 12th graders studied in 1977 are now over 60 years-old. Since its inception, the OSDUHS has not only been the source of data for numerous scientific and policy publications on an array of adolescent health issues, but has evolved into a well-recognized school survey globally.

Impact of the OSDUHS

Findings from the OSDUHS have informed public health monitoring, education and prevention, and health-related programs and policies in Ontario and beyond for over 45 years.

Public Health Monitoring

- Since 1977, the survey has monitored changes in alcohol, tobacco, cannabis and other drug use among students and raised awareness about several drug “epidemics” over the years, such as cigarette smoking in the late 1990s, and prescription opioid misuse in the early 2000s.
- Since 1991, the survey has monitored changes in mental health, physical health, and risk behaviours among students and raised awareness about problems, such as the elevated levels of poor mental health and bullying.
- Over the decades, the survey has provided the first Canadian adolescent population estimates for the use of several emerging drugs (e.g., crack, ecstasy [MDMA], OxyContin), and risk behaviours (e.g., texting and driving, vaping cannabis).

Education and Prevention

- The findings have been used in various publications including brochures and other products designed for youth and parents, and Canadian psychology and sociology textbooks.
- The findings have been used to inform the development of mental health and gambling curriculum guides for Ontario educators.
- Public health units have used the findings to inform their program and service planning.
- Educators and other professionals have used the findings to facilitate outreach to parents and the wider community.
- The findings have sparked several media campaigns raising awareness about the risks of cannabis and driving, and the misuse of prescription medication.

Public Policy

- The findings have informed health-related policy initiatives in Ontario regarding smoking, vaping, drinking, prescription opioid misuse, impaired and distracted driving, physical activity, and gambling.
- The findings have informed school health policies in Ontario regarding cigarette smoking and vaping on school property, bullying, and safe schools.

2. METHODS

SAMPLING DESIGN

The survey’s target or in-scope population – the population we are attempting to draw conclusions about – comprised all 7th to 12th graders enrolled in Ontario’s four publicly funded school sectors (i.e., English language public, English language Catholic, French language public, and French language Catholic). Students excluded from the survey’s target population (out-of-scope) were those enrolled in private schools, those who were home-schooled, those institutionalized for correctional or health reasons, those schooled in First Nation communities, on military bases, or in the remote northern region of Ontario.

The 2023 cycle was based on a stratified (region by school level), two-stage (school, class) cluster design, which included the oversampling of students in Northern Ontario and several public health unit regions. Schools were randomly selected within each of the region-by-school level strata with probability proportionate to school enrollment size. If a school declined to participate, a replacement school from the same strata was randomly selected.

In elementary/middle schools, two classes were randomly selected – one 7th-grade class and one 8th-grade class. In secondary schools, four classes were randomly selected, one in each grade from 9 through 12. For all public health region oversamples with elementary/middle school students, two 7th-grade and two 8th-grade classes were sampled to participate (or all students in these grades if there were fewer than two classes in each grade). For certain public health units with a smaller secondary school population, the number of classes selected in the secondary schools was doubled (i.e., two classes in each grade between 9 and 12). All students in the selected classes with a returned signed consent form, and who could complete the questionnaire independently, were eligible to participate.

DATA COLLECTION PROCEDURES

The 2023 OSDUHS protocol was approved by the Research Ethics Boards (REBs) at CAMH and York University, as well as 33 school board research review committees. Student participation required the consent/permission of several entities, including school boards, school principals, classroom teachers, parents, and students themselves. Schools had the option of using paper parental consent-student assent forms, or an online/electronic consent-assent process.

Trained field staff from the Institute for Social Research (ISR) at York University administered the survey across the province on CAMH’s behalf. The survey was administered in the classrooms of the selected classes during regular school hours between November 2022 and June 2023. The administrators introduced the survey and explained that participation was voluntary and anonymous. Students were instructed to skip any question they did not understand or felt uncomfortable answering and told that they could withdraw from the survey at anytime. The survey was available in electronic/online format or in paper format. The majority of students (97%) opted to complete the survey electronically, using either a school device or personal device with internet connection.

THE QUESTIONNAIRE

In addition to alcohol and other drug use, the OSDUHS questionnaire covers an array of topics related to mental and physical well-being. The general outline of the questionnaire topics is as follows: demographics (e.g., sex at birth, age, ethnicity, years lived in Canada), family and school life, use of tobacco, vaping devices, alcohol, cannabis and other drugs, beliefs and attitudes about drug use, vehicle-related questions, mental health indicators (e.g., suicidality, symptoms of anxiety and depression), physical health indicators (e.g., physical activity, sleep), bullying, social media use, video game playing, and gambling. New questions in the 2023 questionnaire included health condition, perceived discrimination, engaging in competitive sports, knowledge and use of mental health support services through school, reasons for not seeking mental health support if needed, and problematic social media use.

To include as many topics as possible in a fixed class period, while minimizing the burden on students, we employed four versions of the questionnaire, which were randomly distributed depending on school level (Form A-Elementary, Form B-Elementary, Form A-Secondary, Form B-Secondary). To better tailor the instrument, many questions (e.g., driving-related questions) were not asked of elementary school students (i.e., the 7th and 8th graders). Because not all questions were in all forms, the number of cases upon which an estimate is based may be less than the total sample size. Item branching (i.e., designated question skips) was used in the online and printed version of the questionnaire to reduce time and response fatigue. French questionnaires were available for students in French language schools. The average questionnaire completion time was 25 minutes (27 minutes for elementary school students, 24 minutes for secondary school students).

2023 SAMPLE

After data editing rules were applied, 10,145 students in 848 classes in 235 schools in 46 boards were included the final data set. The student completion rate was 49.5%.

This report presents the results according to sex at birth,¹ grade, and region. The four regions presented are delineated as follows: (1) Greater Toronto Area (GTA); (2) Northern Ontario (Parry Sound District, Nipissing District, and areas farther north); (3) Western Ontario (Dufferin County and areas farther west); and (4) Eastern Ontario (Simcoe County and areas farther east).

Sample Characteristics, 2023 OSDUHS

	Sample Size	Weighted %
Total	10,145	
Males	4,419	51.6
Females	5,713	48.4
Grade 7	1,443	13.7
Grade 8	1,513	13.8
Grade 9	1,849	17.4
Grade 10	1,791	17.1
Grade 11	1,680	17.0
Grade 12	1,869	21.0
GTA	4,261	47.7
North	1,343	4.9
West	2,908	27.3
East	1,633	20.1

Notes: Males/Females is based on the question "Were you born male or female?"; GTA is the Greater Toronto Area.

¹ Sex at birth is the (binary) variable presented in this report. Gender identity was also asked in the survey among secondary school students using a separate question. Those results are not presented here.

DATA WEIGHTING & ANALYSIS

Our deliberate oversampling of students in certain regions and our equal allocation of students within grade results in the oversampling and undersampling of students relative to their population share. Given that the objective of our analyses is to provide descriptive population estimates, our design-based analysis requires selection or case weights attached to each student to approximate representation of the Ontario student population.

For each student, the final case weight is based on the product of five components: (1) the probability of a school being selected; (2) the probability of a class being selected within a selected school; (3) a student unit nonresponse adjustment factor; (4) a regional poststratification adjustment to restore regional representation; and (5) a final poststratification adjustment to restore the sex-by-grade distribution, using the most currently available provincial enrolment numbers. Data from our sample of 10,145 students are weighted to represent about 929,600 Ontario students in grades 7 to 12 enrolled in publicly funded schools.

All percentages, confidence intervals, and population count estimates in this report were design-based and statistical tests were design-adjusted, (i.e., accommodated for characteristics of the complex sampling, namely, stratification, clustering, and weighting) using Taylor series linearization (TSL) available in Stata 14.2. The statistical significance of subgroup (i.e., sex, grade, region) differences in 2023 was tested using bivariate second-order design-adjusted Rao-Scott Pearson chi-square tests at the $p < .05$ level of significance. Missing responses to questions were not statistically imputed, and, furthermore, any inconsistent responses provided by respondents were not corrected.

In this report, we describe changes over time for most indicators. We first examine changes between 2021 and 2023 (and since 2019 for more context); next, we examine trends from 1999 to 2023; and finally we describe long-term trends from 1991 to 2023, where possible. Logistic regression analyses were used to assess temporal trends at the more conservative $p < .01$ level of significance.

Estimates were suppressed due to unreliability (unstable) if they met any one of the following conditions:

- (1) an estimate less than 0.5%;
- (2) a base sample size (i.e., the denominator) of fewer than 50 students; or
- (3) a relative standard error, measured by the coefficient of variation (CV), exceeding a value of 33.3.

The sample selection, school contact, web survey development, printing of the material, in-school administration, and data file preparation were conducted by the Institute for Social Research (ISR) at York University on CAMH's behalf. More information about the 2023 methodology can be found in the data user guide.²

² Boak, A., & Hamilton, H. A. (2024). *2023 Ontario Student Drug Use and Health Survey (OSDUHS) study protocol and data user guide*. Toronto, ON: Centre for Addiction and Mental Health.

A Note About the 2021 OSDUHS

Due to the COVID-19 pandemic, Ontario schools were closed to in-person learning during the 2020-2021 school year. Therefore, the 2021 OSDUHS pivoted to online data collection. Students could complete the questionnaire outside of school hours rather than the typical method of completions in classrooms during school hours. This change in mode and setting led to a dramatically decreased student response rate for that cycle. Although the survey weights were adjusted to minimize any potential bias from non-response, the high level of non-response in the 2021 cycle likely had an impact on estimates. Readers should be cautious in interpreting the 2021 estimates as provincially representative.

Comparisons between the 2021 and 2023 OSDUHS results are based on logistic regression marginal standardization methods. These analyses adjusted for key demographic differences between the samples in these two years (i.e., sex, grade, region, born in Canada, ethno-racial identity, and school marks). While the statistical tests for temporal changes between these two survey cycles are based on the adjusted estimates, only unadjusted prevalence estimates are presented in this report. Because of the 2021 OSDUHS limitations, we also compare the 2023 findings with those from 2019 for further context. The statistically significant p-value used for all trend tests was $p < .01$.

Definition of Terms Used in the Report

95% Confidence Interval (CI): the “true” population value would be expected within this range in 95 of 100 samples. Design-based CIs (presented here) also account for the characteristics of the complex sampling design.

Bullying Victimization at School: being bullied at school this school year in any one of the following ways: verbally, physically, or being a victim of theft/vandalism.

Concussion: experiencing any type of head injury that resulted in a headache, dizziness, blurred vision, vomiting, feeling confused, problems remembering, or unconsciousness.

Cyberbullying Victimization: being bullied over the internet at least once in the past 12 months. Those who reported that they did not use the internet were classified as “not bullied.”

Low Self-Esteem: responses of “strongly disagree” to the statement: “On the whole, I am satisfied with myself.”

Low Subjective Social Status: responses of one to five on the *MacArthur Scale of Subjective Social Status*, which is a 10-rung ladder measuring perceived social status at school, and perceived family socio-economic status.

Medical Drug Use: use of a prescription drug with a doctor’s prescription at least once in the past 12 months.

Mental Health Care Visit (Any): at least one visit to a doctor, nurse, or counsellor (including school services) for a mental health concern in the past 12 months.

Online Gambling: betting money on any type of game over the Internet (for example, online casino, poker, sports betting).

Physical Activity: engaging in activity for at least 60 minutes a day that increased heart rate and “made you breathe hard some of the time” (inside and outside of school). Some examples include brisk walking, running, roller blading, basketball.

Problematic Social Media Use: six or more of the nine symptoms on the *Social Media Disorder Scale*, which measures symptoms such as preoccupation, withdrawal, conflict with family due to social media use in the past 12 months.

Psychological Distress: based on the *Kessler 6-Item Psychological Distress Scale (K6)*, which is a screener for unspecified psychological distress (symptoms of anxiety and/or depression) experienced in the past four weeks. A score of eight or higher out of 24 (Likert scoring) was used to indicate a moderate-to-serious level of distress. A score of 13 or higher was used to indicate serious psychological distress.

Screen Time Sedentary Behaviour: in front of a screen, such as smartphone, tablet, TV, gaming device, computer, for recreational purposes for three hours or more per day, on average, in the past seven days.

Video Gaming Problem: five or more of the nine symptoms on the *Problem Video Game Playing (PVP) Scale*, which measures symptoms such as preoccupation, withdrawal, school and family problems due to video gaming in the past 12 months.

3. RESULTS

3.1 HOME AND SCHOOL LIFE

3.1.1 Parental Support

Students were asked the question “How often do you talk about your problems or feelings with at least one of your parents?”

2023 (Grades 7–12):

- About one-in-seven (8.3%) students report that they “always” talk to a parent about their problems or feelings. Almost half (45.4%) report that they “usually” or “sometimes” talk to a parent about their problems or feelings, and almost half (46.2%) report that they “rarely” or “never” do.
- Males (51.1%) are significantly more likely than females (41.1%) to report that they rarely or never talk to a parent about their problems or feelings.
- Older students are significantly more likely than younger students to report that they rarely or never talk to a parent about their problems or feelings.

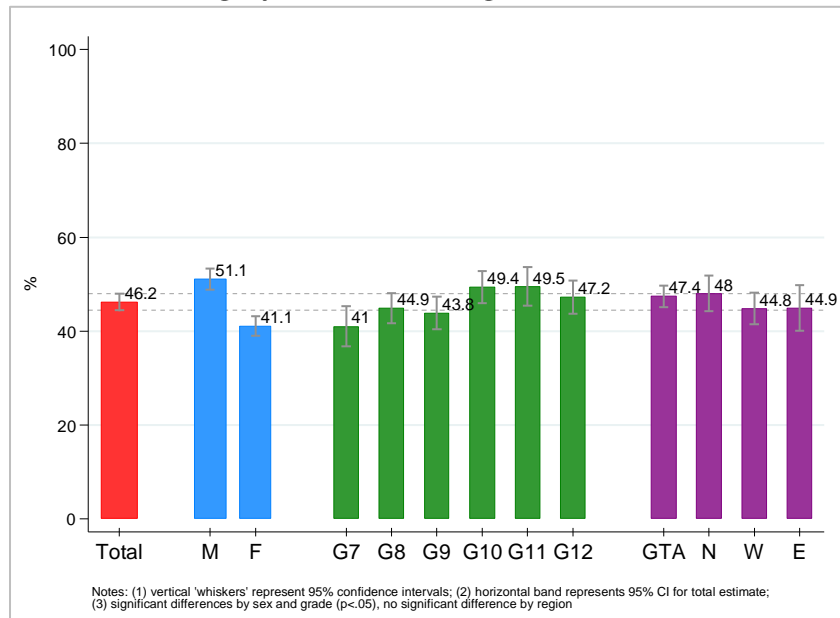
3.1.2 Family Subjective Social Status

The OSDUHS included the *MacArthur Scale of Subjective Social Status* to measure perceived family socioeconomic status. The questionnaire showed a 10-rung ladder to represent the social hierarchy of Canadian society. Students were asked to choose the rung that best represents their family’s place in Canadian society with respect to money, education, and occupation. The higher the rung, the higher the perceived family subjective social status (SSS) – more money, higher education, and highly respected occupations. For the purpose of this report, we constructed three categories to represent low family SSS (rungs 1–5 on the ladder), average SSS (rungs 6–8), and high SSS (rungs 9–10).

2023 (Grades 7–12):

- About one-in-five (20.1%) students rank their family SSS as low. About two-thirds (66.0%) rank their family SSS as average, and 13.9% rank their family SSS as high.

Figure 3.1.1
Percentage Reporting Never or Rarely Talking to a Parent About Their Problems or Feelings by Sex, Grade, and Region, 2023 OSDUHS



3.1.3 School Performance

(Tables 3.1.1, A3.1.1)

Starting in the early 1990s, the OSDUHS introduced a set of questions about students’ school experiences including grades usually received.

2023 (Grades 7–12):

- Overall, 21.0% of students report usually receiving school grades of 90% or higher; 40.7% report grades between 80% and 89%; 29.8% report grades between 70% and 79%; 6.8% report grades between 60% and 69%; and about 1.7% report usually receiving grades below 60%.

1999–2023 (Grades 7–12):

- The percentage of students who report usually receiving grades of 80% or higher significantly increased between 1999 and 2023, from 37.8% to 61.7%.

3.1.4 School Suspension or Expulsion

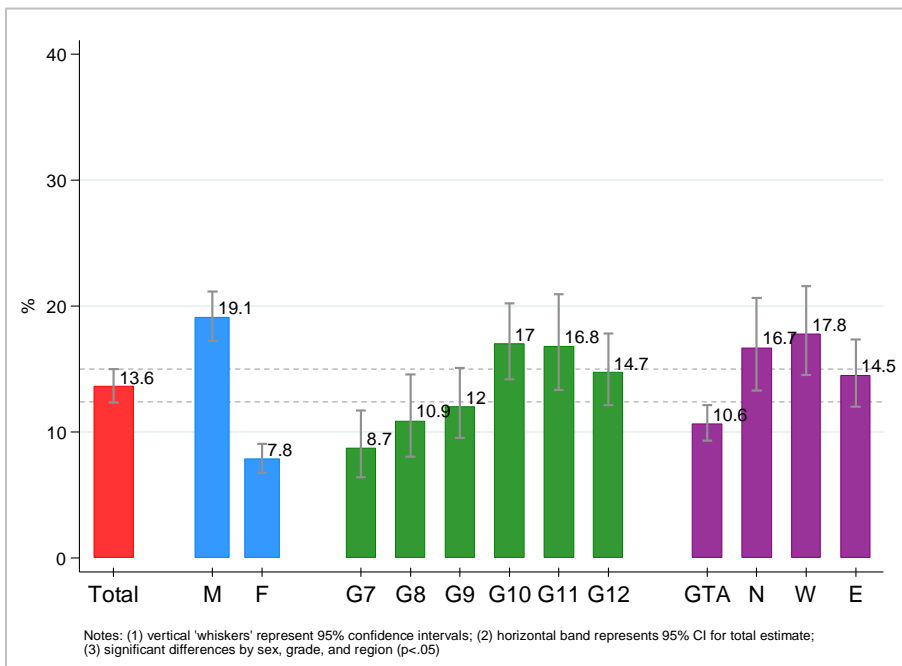
(Figure 3.1.2; Table 3.1.1)

Starting in 2015, students were asked whether or not they have ever been “suspended, expelled, or excluded from any school in your lifetime?”

2023 (Grades 7–12):

- About one-in-seven (13.6%) students report being suspended or expelled from school at least once in their lifetime.
- Males (19.1%) are about twice as likely as females (7.8%) to report being suspended or expelled from school.
- There is significant grade variation showing that older students are significantly more likely than younger students to report being suspended or expelled from school.
- Among the four regions, students in the Greater Toronto Area (GTA) are the least likely to report being suspended or expelled from school.

Figure 3.1.2
Percentage Reporting Having Ever Been Suspended or Expelled from School by Sex, Grade, and Region, 2023 OSDUHS



3.1.5 School Climate

(Figures 3.1.3– 3.1.7; Tables 3.1.1, A3.1.1)

School climate is a multidimensional construct, usually referring to the physical, organizational, social and cultural elements of a school. Examples of school climate characteristics include school policies and enforcement, perceptions of safety, equity, inclusion, student conduct, and connectedness.

Starting in 1993, students were asked how much they like school with the question: “Some people like school very much while others don’t. How do you feel about going to school?” Starting in 1999, students were asked to indicate their agreement on a four-point scale (ranging from strongly agree to strongly disagree) with the following statements:

- I feel close to people at this school.
- I feel like I am part of this school.
- I feel safe in my school.

2023 (Grades 7–12):

Liking School

- Almost one-third (30.4%) of students report liking school very much or quite a lot. About 41.0% like school to some degree, and 28.6% report that they do not like school.

- Males (32.6%) are significantly more like than females (28.1%) to report liking school very much or quite a lot.
- There is significant grade variation showing that students in grade 7 (35.4%) are most likely to report liking school very much or quite a lot, while students in grade 10 (25.2%) are least likely.
- There is significant regional variation showing that students in the Greater Toronto Area (33.5%) are most likely to report liking school.

School Connectedness and Safety

- Most students (77.4%) feel close to people at their school. Males (82.1%) are significantly more likely than females (72.4%) to feel close to people at school. Younger students are more likely to feel this way. There is no significant regional variation.
- Most students (76.0%) feel like they are part of their school. Males (78.4%) are significantly more likely than females (73.5%) to feel like they are part of their school. Younger students are more likely to feel this way. There is no significant regional variation.
- Most students (87.0%) feel safe at school. Males (89.2%) are significantly more likely than females (84.6%) to feel safe at school. There is no significant variation by grade or by region.

Figure 3.1.3
Percentage Reporting Liking School Very Much or Quite a lot by Sex, Grade, and Region, 2023 OSDUHS

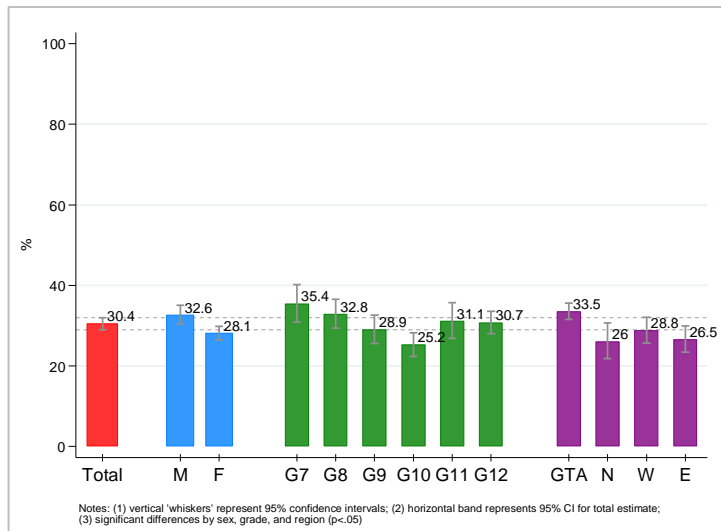


Figure 3.1.4
 Percentage Reporting Feeling Close to People at School by Sex, Grade, and Region, 2023 OSDUHS

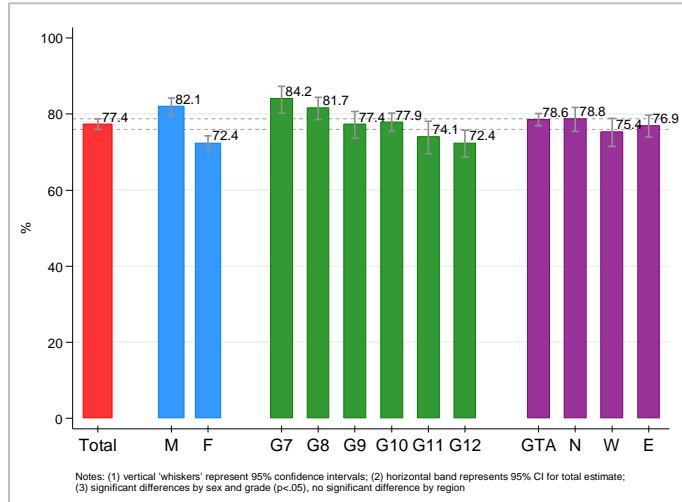


Figure 3.1.5
 Percentage Reporting Feeling Like Part of Their School by Sex, Grade, and Region, 2023 OSDUHS

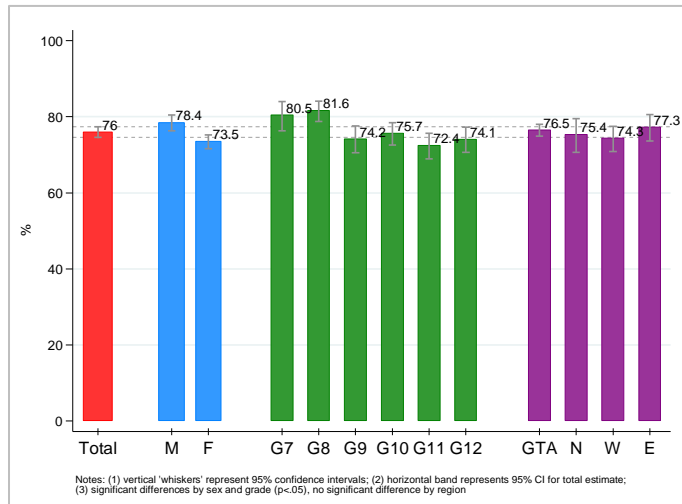
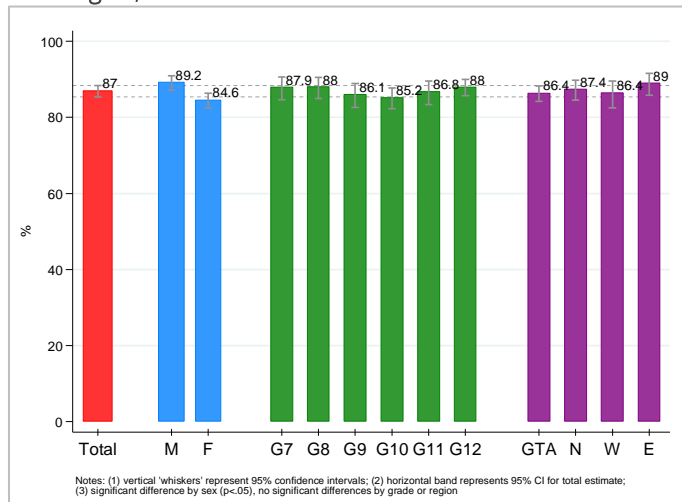


Figure 3.1.6
 Percentage Reporting Feeling Safe at School by Sex, Grade, and Region, 2023 OSDUHS



1999–2023 (Grades 7–12):

- The percentage of students who report that they like school very much or quite a lot significantly decreased between 2021 (41.6%) and 2023 (30.4%), and the current estimate is also lower than in 2019 (35.5%) and the peak in 2017 (46.6%). The current estimate is similar to the estimates seen in 1999 and the early 2000s (27%-30%).
- The percentage of students reporting feeling close to people at school remained stable between 2021 (74.0%) and 2023 (77.4%), although there has been a significant decrease since 2019 (84.7%). The current estimate is among the lowest on record since 1999.
- The percentage of students reporting feeling like they are part of their school remained stable between 2021 (74.2%) and 2023 (76.0%), although there has been a significant decrease since 2019 (82.2%). The current estimate is among the lowest on record since 1999.
- The percentage of students reporting feeling safe at school remained stable between 2021 (90.7%) and 2023 (87.0%), although there has been a significant decrease since 2019 (91.4%). The current estimate is among the lowest on record since 1999.

Figure 3.1.7
School Climate Indicators, 1999–2023 OSDUHS (Grades 7-12)

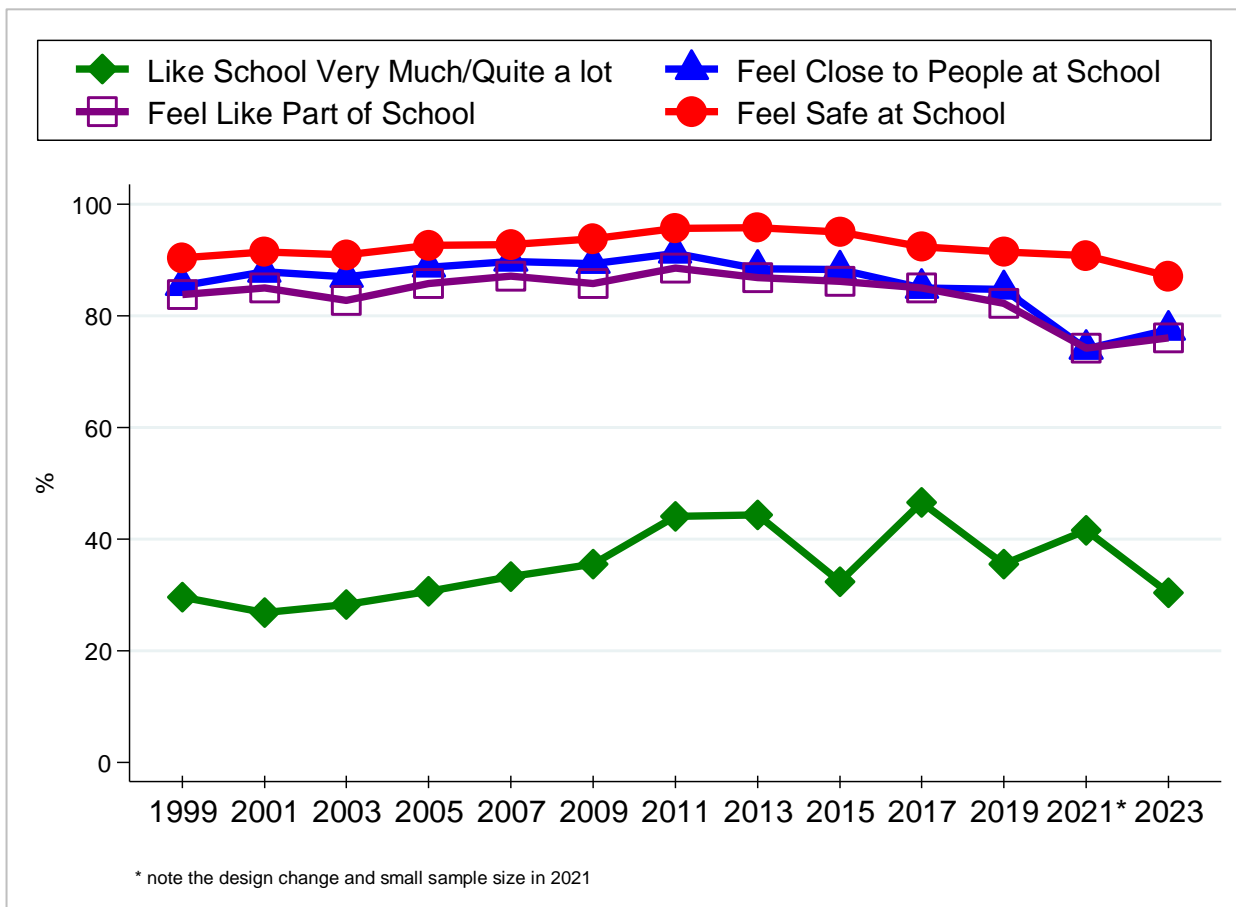


Table 3.1.1: School-Related Measures, 1999–2023 OSDUHS (Grades 7–12)

	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(4447)	(3898)	(6616)	(7726)	(6323)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)
Usually receive A's in school (80%-100%)	37.8	36.4	36.2	40.5	43.8	45.9	52.1	52.1	56.3	58.5	58.2	73.6	61.7 ^c
I feel close to people at this school*	85.4	87.8	86.9	88.7	89.7	89.3	91.2	88.4	88.2	84.9	84.7	74.0	77.4 ^{bc}
I feel like I am part of this school*	83.8	84.9	82.7	85.7	87.1	85.8	88.5	86.8	86.2	85.0	82.2	74.2	76.0 ^{bc}
I feel safe in my school*	90.4	91.4	90.9	92.6	92.7	93.8	95.6	95.7	95.0	92.3	91.4	90.7	87.0 ^{bc}
Like school very much or quite a lot	29.6	26.8	28.3	30.6	33.3	35.5	44.1	44.3	32.3	46.6	35.5	41.6	30.4 ^{ab}
Like school to some degree	51.8	52.8	49.9	48.8	48.9	46.6	42.1	41.3	49.5	34.1	41.6	34.2	41.0 ^c
Do not like school very much/at all	18.5	20.4	21.8	20.6	17.8	17.9	13.7	14.6	18.2	19.3	22.9	24.2	28.6 ^c
Ever been suspended or expelled from school	--	--	--	--	--	--	--	--	14.7	16.7	16.2	12.2	13.6

Notes: (1) entries are percentages; (2) n=number of students surveyed; (3) * "agree" or "somewhat agree" with the statement; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 1999 significant difference, p<.01.

Source: OSDUHS, Centre for Addiction and Mental Health

School Subjective Social Status

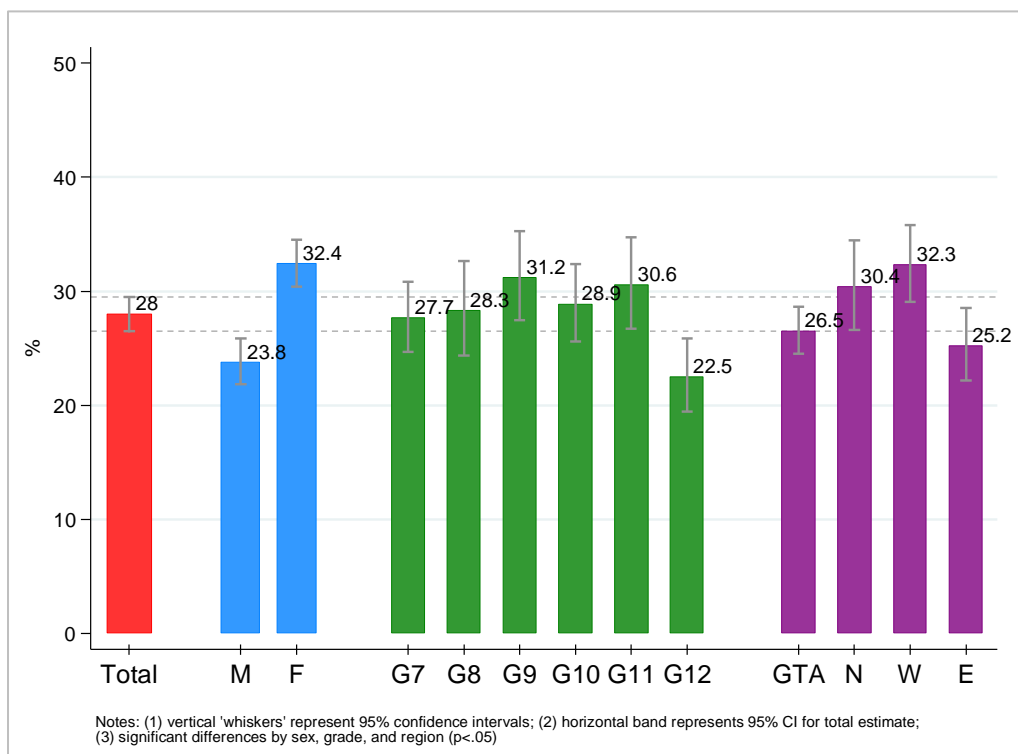
(Figure 3.1.8)

The OSDUHS included the *MacArthur Scale of Subjective Social Status* to also measure perceived status at school. The questionnaire included a 10-rung ladder to represent the social hierarchy at school. The question was “*Imagine this ladder below is a way of picturing your school. At the top of the ladder are the people in school with the most respect and the ‘highest standing.’ At the bottom of the ladder are the people who no one respects and no one wants to hang out with. Please check off the numbered box that best shows where you would place yourself on this ladder.*” The higher the rung on the ladder, the higher the subjective social status (SSS) at school. For the purpose of this report, we constructed three categories to represent low school SSS (rungs 1–5 on the ladder), average SSS (rungs 6–8), and high SSS (rungs 9–10). We also look at subgroup differences regarding low school SSS.

2023 (Grades 7–12):

- Over one-quarter (28.0%) of students report low SSS at school, over half (59.7%) report average SSS, and one-in-six (12.3%) report high SSS at school.
- Females are significantly more likely than males to report low SSS at school (32.4% vs. 23.8%, respectively).
- There is significant grade variation, showing that 12th graders (22.5%) are less likely to report low SSS than younger students.
- There is significant regional variation, showing that students in the North and West regions are most likely to report low SSS than students in the Greater Toronto Area and the East region.

Figure 3.1.8
Percentage Reporting Low Subjective Social Status (SSS) at School by Sex, Grade, and Region, 2023 OSDUHS



3.1.6 Discrimination Experienced

(Figures 3.1.9–3.1.14)

Starting in 2023, students were asked about their experiences with discrimination. One question assessed discrimination in general, and four questions assessed discrimination experienced at school. The following questions were asked: *“In your day-to-day life, how often do you feel you have been treated with less respect or courtesy than other people?”*; *“During this school year, how often have you felt that you were excluded (not accepted) or discriminated against (treated negatively) at school because of any of the following reasons? Your race or ethnic background; Your religion or faith; A disability you may have; Your gender identity; Your sexual orientation.”* The latter two questions were asked of secondary school students only. The response options for all questions ranged from “Never” to “Often.”

2023 (Grades 7–12):

- Almost half (45.5%) of Ontario students report feeling they are treated with less respect, in general, than other people “sometimes” or “often.”
- About 9.3% of students report feeling discriminated against at school because of their race or ethnicity “sometimes” or “often.”
- About 6.6% of students report feeling discriminated against at school because of their religion or faith “sometimes” or “often.”
- About 6.5% of students report feeling discriminated against at school because of a disability they have “sometimes” or “often.”
- About 6.6% of secondary school students report feeling discriminated against at school because of their gender identity “sometimes” or “often.”
- About 6.9% of secondary school students report feeling discriminated against at school because of their sexual orientation “sometimes” or “often.”

Figure 3.1.9
Percentage Reporting How Often They Feel They Are Treated With Less Respect or Courtesy Than Other People, 2023 OSDUHS (Grades 7–12)

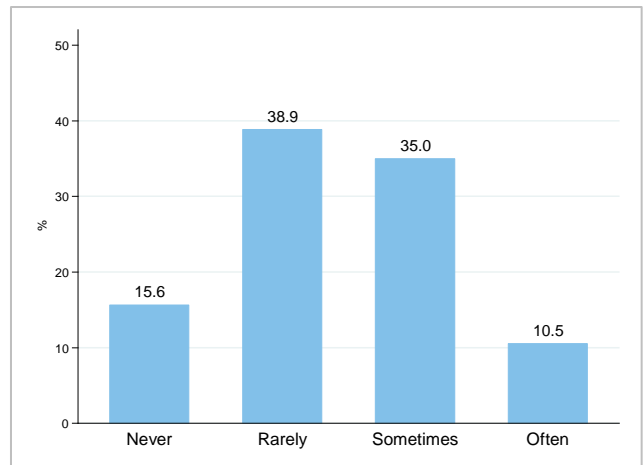


Figure 3.1.10
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Race or Ethnicity, 2023 OSDUHS (Grades 7–12)

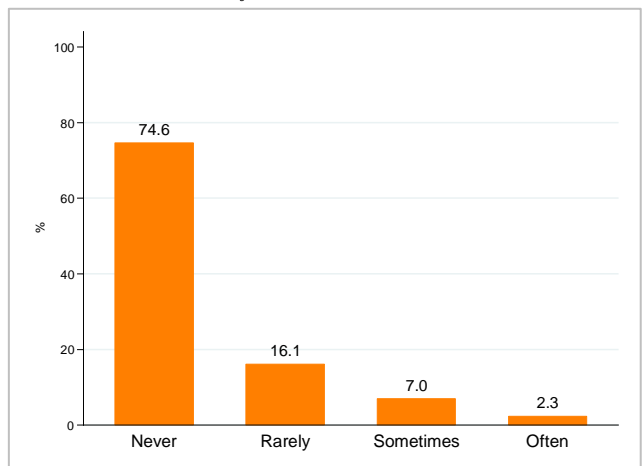


Figure 3.1.11
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Religion or Faith, 2023 OSDUHS (Grades 7–12)

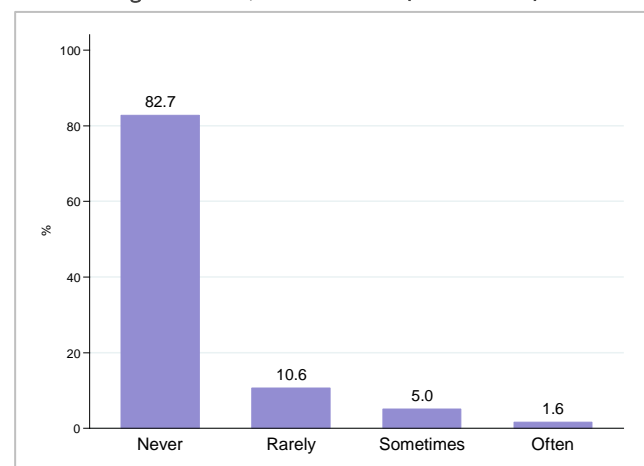


Figure 3.1.12
Percentage Reporting How Often They Feel They Were Discriminated
Against at School During the School Year Because of a Disability,
2023 OSDUHS (Grades 7–12)

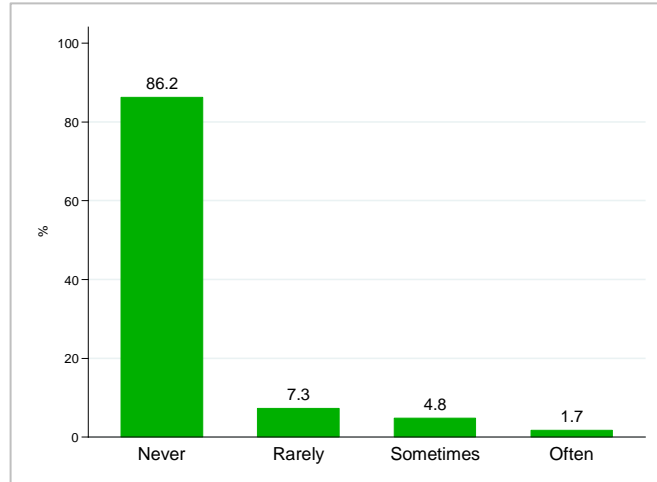


Figure 3.1.13
Percentage Reporting How Often They Feel They Were Discriminated
Against at School During the School Year Because of Their Gender
Identity, 2023 OSDUHS (Grades 9–12)

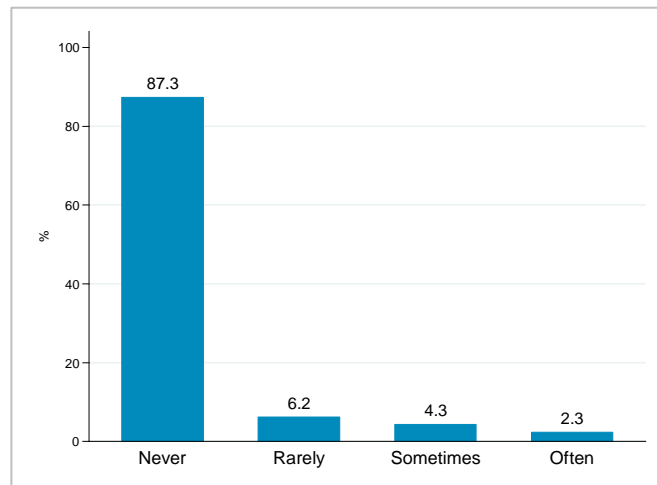
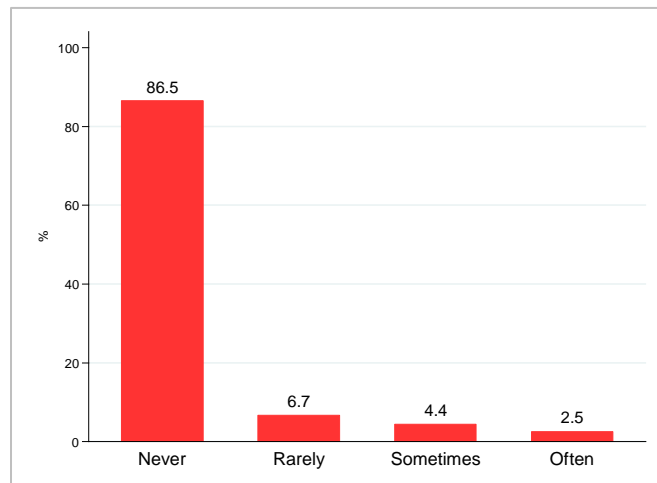


Figure 3.1.14
Percentage Reporting How Often They Feel They Were Discriminated
Against at School During the School Year Because of Their Sexual
Orientation, 2023 OSDUHS (Grades 9–12)



3.2 PHYSICAL HEALTH

3.2.1 Self-Rated Physical Health

(Figures 3.2.1, 3.2.2; Tables 3.2.1, A3.2.1)

Since 1991, self-rated physical health has been measured with the question “How would you rate your physical health?” The response options were *Poor, Fair, Good, Very good, or Excellent*. We present the percentage of students who rate their health as fair or poor.

2023 (Grades 7–12):

- Half of Ontario students rate their physical health as either excellent (18.2%) or very good (32.2%). In contrast, about one-in-six (18.1%) report fair or poor health.
- Females (22.6%) are significantly more likely than males (13.8%) to report fair or poor health.
- The percentage reporting fair or poor health does not significantly differ among the grades.
- There are significant regional differences showing that students in the East region are least likely to report fair or poor health compared with students in the other three regions.

Figure 3.2.1
Self-Rated Physical Health, 2023 OSDUHS (Grades 7–12)

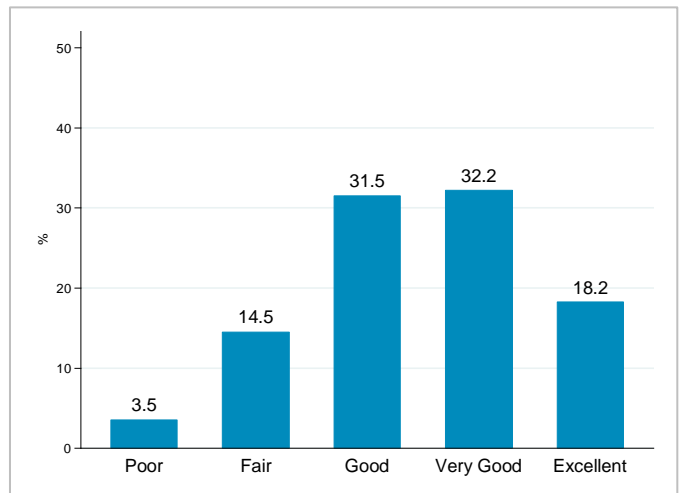
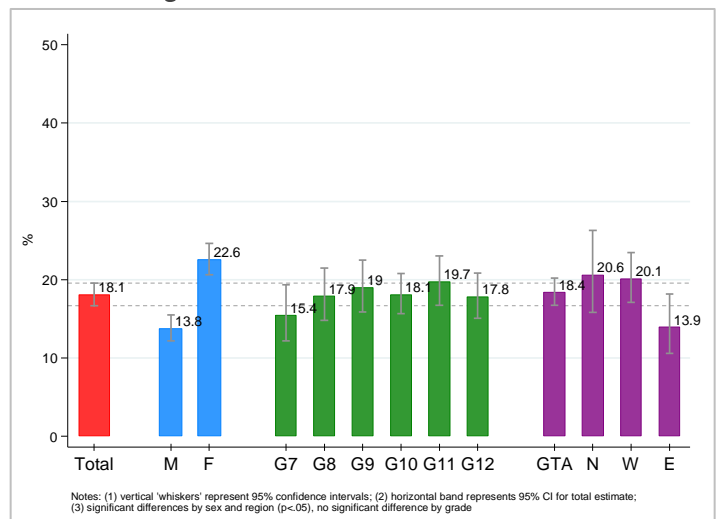


Figure 3.2.2
Percentage Reporting Fair or Poor Physical Health by Sex, Grade, and Region, 2023 OSDUHS



1999–2023 (Grades 7–12):

- The percentage of students who rate their physical health as fair or poor remained stable between 2021 (19.8%) and 2023 (18.1%), but the current estimate is significantly higher than in 2019 (10.8%). The percentage has increased over the past two decades, and the current estimate is among the highest on record.
- Neither males nor females show a significant change between 2021 and 2023, however both show a significant increase compared to 2019. Further, both males and females show an increase compared to 1999 and the early 2000s.

- Only 7th graders show a significant increase between 2021 and 2023 (from 5.9% to 15.4%). All grades show a significant increase compared to 2019, as well as compared to 1999/early 2000s.
- No region shows a significant change between 2021 and 2023. All four regions show an increase in fair or poor self-rated health compared to 2019, and compared to 1999/early 2000s.

1991–2023 (Grades 7, 9, 11 only):

- The percentage of students (in grades 7, 9, and 11 only) rating their physical health as fair or poor is significantly higher today compared to the early 1990s (about 6%-7%).

Figure 3.2.3
Percentage Reporting Fair or Poor Physical Health, 1999–2023 OSDUHS

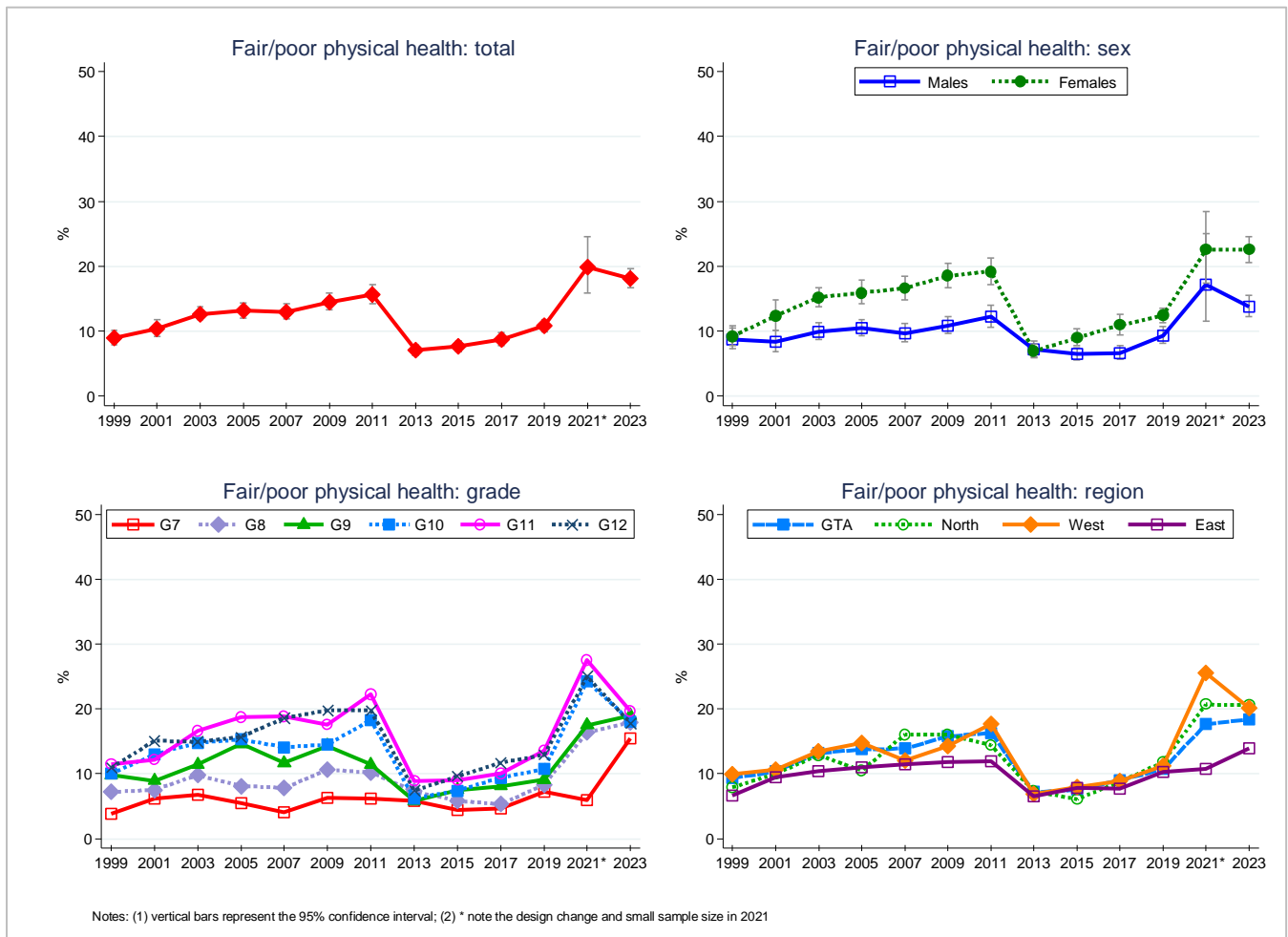


Table 3.2.1 Percentage Reporting Fair or Poor Physical Health, 1999–2023 OSDUHS

	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(4447)	(3898)	(6616)	(7726)	(6323)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)
Total (95% CI)	8.9 (7.9-10.1)	10.3 (9.1-11.7)	12.6 (11.7-13.7)	13.1 (12.0-14.3)	12.9 (11.8-14.2)	14.5 (13.3-15.8)	15.6 (14.2-17.1)	7.0 (6.2-7.9)	7.6 (6.8-8.5)	8.7 (7.7-9.7)	10.8 (9.9-11.7)	19.8 (15.8-24.5)	18.1 ^{bcde} (16.7-19.6)
Sex													
Males	8.7 (7.3-10.4)	8.3 (6.8-10.1)	9.9 (8.7-11.3)	10.5 (9.3-11.7)	9.6 (8.3-11.1)	10.8 (9.6-12.2)	12.2 (10.6-14.0)	7.1 (5.9-8.4)	6.4 (5.5-7.4)	6.6 (5.6-7.7)	9.3 (8.1-10.7)	17.2 (11.5-25.0)	13.8 ^{bc} (12.2-15.5)
Females	9.2 (7.8-10.8)	12.3 (10.1-14.8)	15.2 (13.7-16.7)	15.9 (14.2-17.8)	16.6 (14.8-18.4)	18.5 (16.7-20.4)	19.2 (17.2-21.3)	6.9 (6.0-8.0)	8.9 (7.7-10.3)	10.9 (9.4-12.6)	12.4 (11.3-13.5)	22.5 (17.4-28.4)	22.6 ^{bc} (20.6-24.6)
Grade													
7	3.8 (2.7-5.5)	6.2 (4.6-8.3)	6.8 (5.0-9.2)	5.5 (4.0-7.5)	4.1 (2.8-6.1)	6.3 (4.4-8.9)	6.2 (4.5-8.6)	5.8 (3.8-8.8)	4.4 (2.7-7.2)	4.7 (3.3-6.7)	7.2 (5.8-8.9)	5.9 (3.5-9.8)	15.4 ^{abc} (12.2-19.4)
8	7.2 (5.5-9.4)	7.5 (5.6-9.9)	9.8 (7.4-12.9)	8.1 (6.3-10.3)	7.8 (5.8-10.5)	10.6 (8.8-12.9)	10.2 (7.9-13.2)	7.3 (4.6-11.2)	5.8 (3.5-9.4)	5.3 (3.9-7.2)	8.3 (6.6-10.4)	16.4 (8.9-28.2)	17.9 ^{bc} (14.8-21.5)
9	9.8 (7.7-12.4)	8.9 (7.1-11.2)	11.4 (9.5-13.5)	14.6 (12.6-17.0)	11.7 (9.7-14.1)	14.3 (11.6-17.5)	11.4 (9.9-13.0)	5.8 (4.5-7.5)	7.5 (5.6-9.6)	8.1 (6.6-9.9)	9.1 (7.6-10.8)	17.5 (10.8-27.2)	19.0 ^{bc} (15.9-22.5)
10	10.0 (7.2-13.7)	13.0 (10.1-16.7)	14.8 (12.3-17.6)	15.3 (13.2-17.7)	14.1 (11.9-16.5)	14.5 (11.8-17.8)	18.3 (15.7-21.2)	6.2 (4.5-8.4)	7.4 (6.0-9.2)	9.4 (7.5-11.8)	10.7 (9.4-12.3)	24.3 (15.9-35.3)	18.1 ^{bc} (15.7-20.8)
11	11.5 (8.8-14.8)	12.2 (9.5-15.5)	16.6 (14.3-19.3)	18.7 (16.0-21.8)	18.9 (16.1-21.9)	17.6 (14.7-20.9)	22.3 (18.5-26.6)	8.9 (6.8-11.4)	9.0 (7.3-11.1)	10.0 (8.0-12.6)	13.6 (11.6-16.0)	27.6 (18.2-39.6)	19.7 ^{bc} (16.7-23.0)
12	10.9 (8.3-14.2)	15.1 (10.9-20.6)	14.9 (12.4-17.8)	15.7 (13.2-18.5)	18.6 (16.1-21.9)	19.8 (16.8-23.2)	19.8 (16.3-23.9)	7.4 (5.4-10.1)	9.6 (8.1-11.3)	11.7 (10.0-13.7)	12.9 (10.8-15.4)	25.0 (14.9-38.8)	17.8 ^{bc} (15.1-20.8)
Region													
GTA	9.3 (7.9-10.9)	10.4 (8.6-12.7)	13.2 (11.8-14.9)	13.8 (11.9-16.0)	13.9 (11.8-16.3)	15.8 (13.7-18.3)	16.3 (14.3-18.4)	7.2 (6.2-8.4)	7.6 (6.5-8.8)	9.0 (7.8-10.3)	10.7 (9.5-12.0)	17.7 (11.0-27.2)	18.4 ^{bc} (16.7-20.2)
North	7.9 (6.3-9.9)	10.0 (7.8-12.7)	12.9 (10.1-16.5)	10.5 (8.3-13.2)	16.0 (12.8-19.7)	16.0 (12.4-20.3)	14.4 (11.5-18.0)	7.3 (5.5-9.4)	6.1 (4.5-8.1)	8.7 (6.9-10.8)	11.8 (8.8-15.6)	20.7 (13.3-30.8)	20.6 ^{bc} (15.8-26.3)
West	9.9 (7.4-13.0)	10.6 (8.7-13.0)	13.4 (11.3-15.7)	14.8 (12.7-17.1)	12.0 (9.4-15.2)	14.3 (12.3-16.6)	17.7 (14.8-21.0)	6.9 (5.3-8.9)	7.9 (6.3-9.9)	8.9 (7.2-10.9)	11.2 (9.2-13.5)	25.5 (18.5-34.0)	20.1 ^{bc} (17.1-23.5)
East	6.6 (5.1-8.5)	9.5 (6.1-14.5)	10.4 (8.5-12.8)	11.0 (8.8-13.6)	11.5 (10.0-13.2)	11.8 (9.8-14.2)	11.9 (9.6-14.7)	6.5 (4.8-8.8)	7.8 (5.7-10.6)	7.7 (5.2-11.1)	10.3 (8.7-12.0)	10.7 (7.5-15.2)	13.9 ^c (10.6-18.1)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) GTA=Greater Toronto Area; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 1999 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: "How would you rate your physical health?" (Fair or poor health is defined as a rating of "fair" or "poor.")

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.2 Health Condition

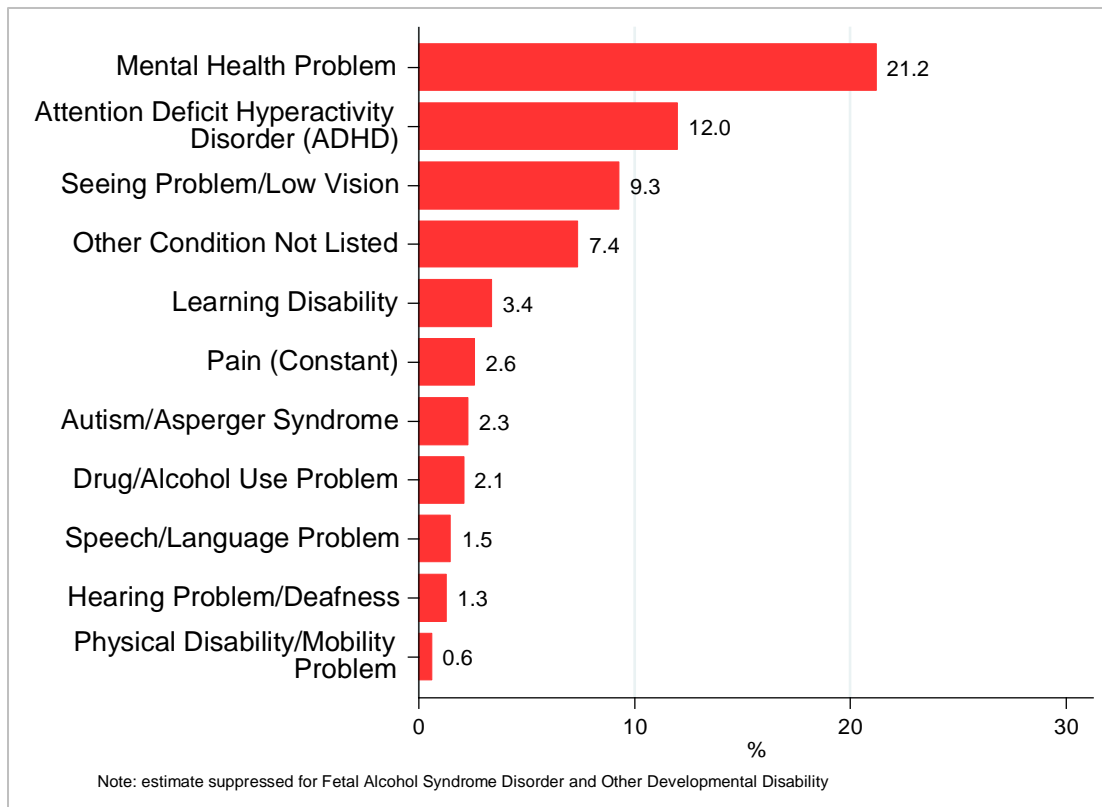
(Figure 3.2.4)

For the first time, the 2023 OSDUHS asked students whether or not they had certain health conditions. The list of conditions included physical health, mental health and addiction, developmental, and learning problems.

2023 (Grades 7–12):

- Of the health conditions asked about, the most commonly reported are a mental health problem such as depression or anxiety (21.2%), Attention Deficit Hyperactivity Disorder (12.0%), and a vision problem (9.3%).

Figure 3.2.4
Percentage Reporting Health Condition, 2023 OSDUHS (Grades 7-12)



3.2.3 Daily Physical Activity

(Figures 3.2.5-3.2.8; Table 3.2.2)

Starting in 2009, students were asked to report the number of days of the past seven they engaged in moderate-to-vigorous physical activity. The question used was “On how many of the last 7 days were you physically active for a total of at least 60 minutes each day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. (Some examples are brisk walking, running, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football.) Please include both school and non-school activities.” Here we describe the percentage of students who report engaging in physical activity on each of the past seven days.

2023 (Grades 7–12):

- One-quarter (25.5%) of students report daily physical activity.
- Males (32.6%) are significantly more likely than females (18.1%) to be active daily.
- Daily physical activity significantly decreases with grade, from about one-third of 7th and 8th graders down to 18.9% of 12th graders.
- There is significant regional variation, with Greater Toronto Area students (23.5%) least likely to be active daily and students in the North region (31.7%) most likely.

Figure 3.2.5
Percentage Reporting Number of Days of 60-Minute Physical Activity in the Past Seven Days, 2023 OSDUHS

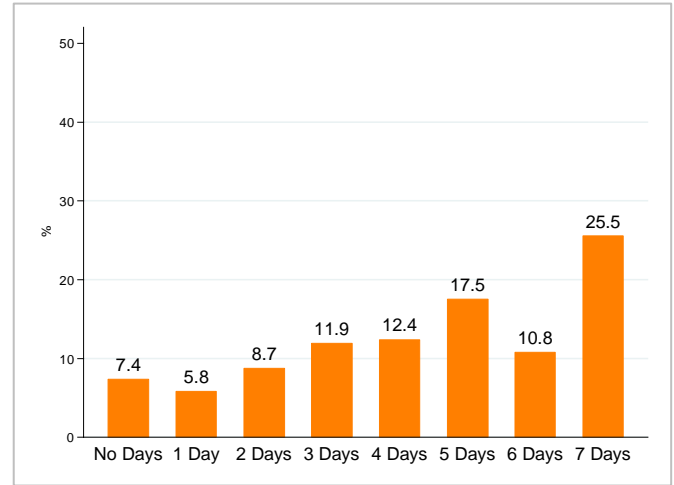
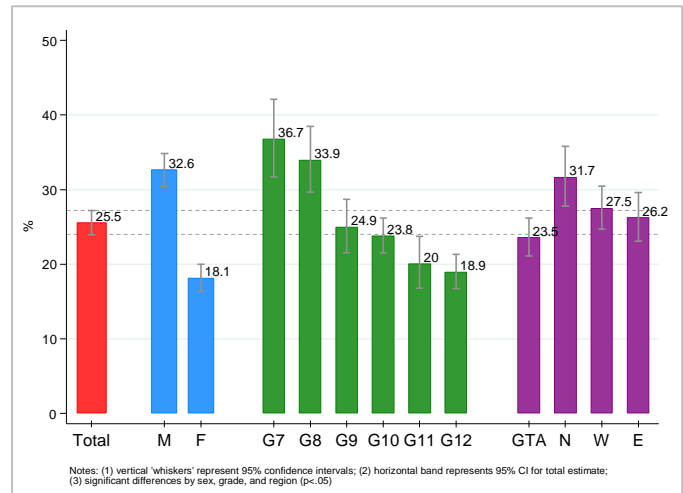


Figure 3.2.6
Percentage Reporting 60-Minute Daily Physical Activity in the Past Seven Days by Sex, Grade, and Region, 2023 OSDUHS



2009–2023 (Grades 7–12):

- Despite a numerical increase, the percentage of the total sample of students reporting daily physical activity did not significantly change between 2021 (20.6%) and 2023 (25.5%). However, there has been a significant increase compared to 2019 (21.2%) and to 2009 (20.8%), which was the first year of monitoring.
- Males show a significant increase between 2021 and 2023 (from 23.4% to 32.6%). The current estimate is the highest since monitoring began in 2009. Females show stability since 2009.
- Students in grades 7 and 12 show significant increases over the past few years.
- Students in the Greater Toronto Area, the North region, and the West region show increases over the past few years.

Figure 3.2.7
Percentage Reporting Daily Physical Activity in the Past Seven Days, 2009–2023 OSDUHS

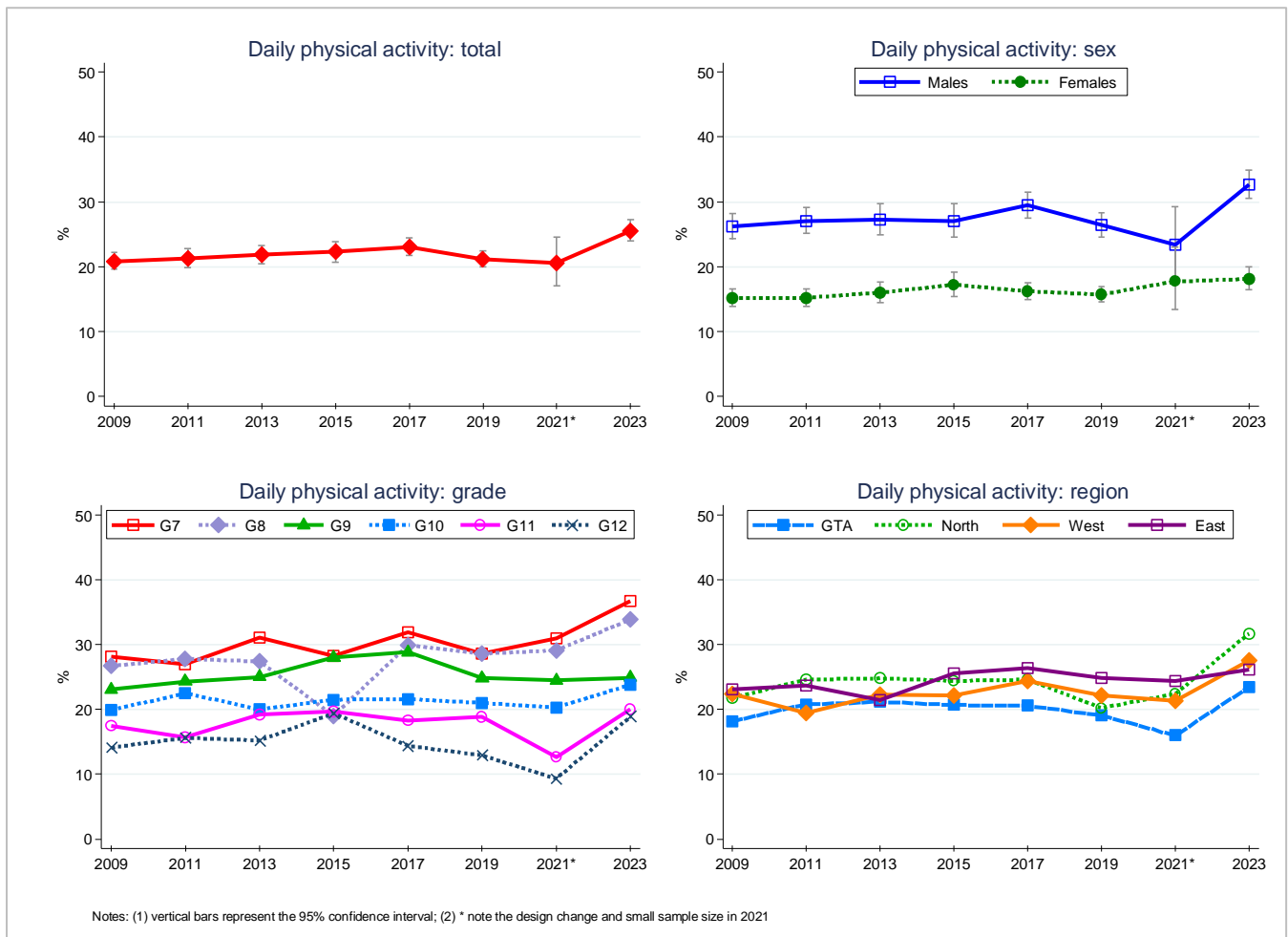


Table 3.2.2 Percentage Reporting Daily Physical Activity in the Past Seven Days, 2009–2023 OSDUHS

	2009	2011	2013	2015	2017	2019	2021	2023
(n=)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)
Total (95% CI)	20.8 (19.6-22.2)	21.3 (19.9-22.8)	21.8 (20.4-23.2)	22.3 (20.7-23.9)	23.0 (21.7-24.4)	21.2 (20.0-22.4)	20.6 (17.0-24.6)	25.5 (24.0-27.2) ^{bcde}
Sex								
Males	26.2 (24.3-28.2)	27.0 (25.1-29.1)	27.2 (24.9-29.7)	27.0 (24.5-29.7)	29.5 (27.5-31.5)	26.4 (24.6-28.3)	23.4 (18.4-29.3)	32.6 (30.5-34.9) ^{abc}
Females	15.2 (13.8-16.6)	15.2 (13.8-16.6)	16.0 (14.4-17.6)	17.2 (15.4-19.2)	16.2 (14.9-17.5)	15.7 (14.6-16.9)	17.7 (13.4-23.0)	18.1 (16.4-20.0)
Grade								
7	28.2 (24.5-32.3)	27.0 (23.8-30.4)	31.1 (26.7-35.8)	28.3 (23.9-33.2)	31.9 (29.1-34.8)	28.6 (25.7-31.8)	31.0 (22.3-41.3)	36.7 (31.7-42.1) ^{bc}
8	26.7 (23.4-30.1)	27.8 (24.4-31.4)	27.4 (24.1-30.9)	19.0 (16.3-22.1)	29.9 (26.1-34.0)	28.6 (25.9-31.6)	29.1 (19.0-41.9)	33.9 (29.6-38.5) ^c
9	23.1 (20.2-26.4)	24.3 (21.3-27.7)	25.0 (21.9-28.4)	28.0 (24.4-31.9)	28.8 (25.3-32.7)	24.8 (22.3-27.5)	24.5 (17.4-33.4)	24.9 (21.5-28.7)
10	19.9 (17.1-22.9)	22.5 (19.4-26.0)	20.0 (16.8-23.7)	21.5 (17.8-25.6)	21.6 (18.7-24.8)	21.0 (19.0-23.2)	20.3 (12.2-31.9)	23.8 (21.5-26.2)
11	17.5 (14.5-21.0)	15.7 (13.2-18.6)	19.2 (16.0-22.9)	19.7 (17.2-22.5)	18.3 (15.5-21.4)	18.9 (16.5-21.6)	12.6 (7.1-21.5)	20.0 (16.8-23.7)
12	14.1 (12.4-16.0)	15.6 (12.8-18.9)	15.2 (12.8-18.0)	19.4 (16.0-23.3)	14.4 (11.5-17.9)	12.9 (10.6-15.6)	9.3 (3.7-21.6)	18.9 (16.7-21.3) ^{bc}
Region								
Greater Toronto Area	18.2 (16.3-20.4)	20.8 (18.9-22.9)	21.2 (19.2-23.3)	20.7 (18.5-23.1)	20.6 (19.0-22.2)	19.1 (17.4-20.9)	16.0 (10.5-23.6)	23.5 (21.1-26.2) ^{bc}
North	21.8 (18.3-25.6)	24.6 (22.4-27.0)	24.8 (21.4-28.5)	24.4 (21.4-27.6)	24.6 (21.6-27.9)	20.2 (17.6-23.2)	22.4 (17.9-27.7)	31.7 (27.8-35.8) ^{abc}
West	22.4 (20.1-25.0)	19.5 (17.1-22.1)	22.3 (19.4-25.5)	22.1 (19.2-25.2)	24.4 (21.9-27.0)	22.1 (20.0-24.5)	21.3 (15.1-29.1)	27.5 (24.7-30.5) ^{bc}
East	23.1 (20.7-25.8)	23.7 (20.7-26.9)	21.5 (18.8-24.4)	25.6 (22.0-29.7)	26.4 (23.2-29.9)	24.9 (22.2-27.8)	24.4 (18.9-30.9)	26.2 (23.1-29.6)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) note the design change and small sample size in 2021; (4) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2009 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “On how many of the last 7 days were you physically active for a total of at least 60 minutes each day? Please add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time. (Some examples are brisk walking, running, rollerblading, biking, dancing, skateboarding, swimming, soccer, basketball, football.) Please include both school and non-school activities.”

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.4 Screen Time Sedentary Behaviour

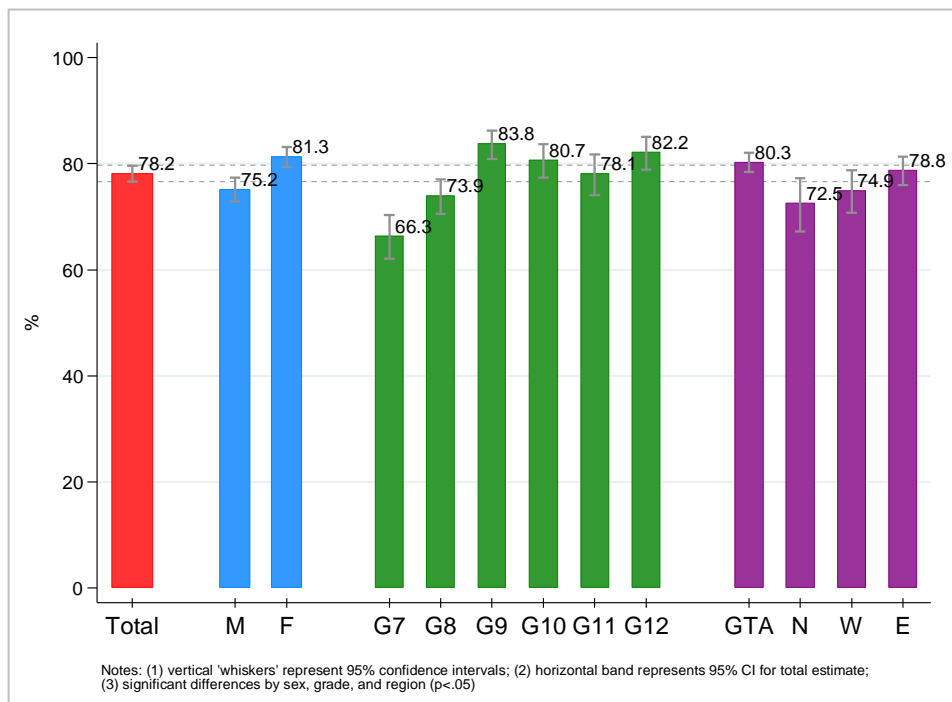
(Figures 3.2.8, 3.2.9; Table 3.2.3)

Starting in 2009, students were asked about the usual amount of time they spend in front of a screen in their free time (i.e., “recreational screen time”). The question was “In the last 7 days, about how many hours a day, on average, did you spend: watching TV/movies/videos, playing video games, texting, messaging, posting, or surfing the Internet in your free time? (Include time on any screen, such as a smartphone, tablet, TV, gaming device, computer, or wearable technology.)” The Canadian 24-Hour Movement Guidelines for Children and Youth recommend that children and adolescents limit recreational screen time to no more than two hours per day.³ Here we present the percentage considered to be sedentary, based on reporting three or more hours per day of screen time. Responses of “not sure” remained in the denominator and, therefore, were included in the analysis.

2023 (Grades 7–12):

- Over three-quarters (78.2%) of students report spending at least three hours a day on recreational screen time. At the extreme end, 21.6% report seven or more hours a day.
- Females (81.3%) are significantly more likely than males (75.2%) to spend three hours or more a day in front of a screen in their free time.
- There is significant grade variation ranging from 66.3% of 7th graders spending three hours or more a day in front of a screen up to over three-quarters of students in grades 9–12.
- There is significant regional variation showing that students in the Greater Toronto Area (80.3%) are most likely, and students in the North region (72.5%) are least likely, to spend three hours or more a day in front of a screen in their free time.

Figure 3.2.8
Percentage Reporting Three or More Hours per Day of Recreational Screen Time (Sedentary Behaviour) in the Past Seven Days by Sex, Grade, and Region, 2023 OSDUHS



³ Canadian Society for Exercise Physiology. (2021). *Canadian 24-Hour Movement Guidelines for Children and Youth (5-17 years): An integration of physical activity, sedentary behaviour, and sleep.* <https://csepguidelines.ca/guidelines/children-youth/>

2009–2023 (Grades 7–12):

- Although the percentage of students who report three hours or more of recreational screen time daily significantly decreased between 2021 (83.3%) and 2023 (78.2%), the current estimate is significantly higher than in 2019 (71.2%). The current estimate remains at a level that is among the highest since monitoring began in 2009.
- The percentage of males reporting three hours or more of recreational screen time daily significantly decreased between 2021 and 2023, from 85.7% to 75.2%. Females show no significant change between 2021 and 2023. Both males and females show significant increases since monitoring began in 2009.

- All grades show significant increases since monitoring began in 2009.
- All four regions show significant increases since monitoring began in 2009.

Figure 3.2.9
Percentage Reporting Three or More Hours per Day of Recreational Screen Time (Sedentary Behaviour) in the Past Seven Days, 2009–2023 OSDUHS

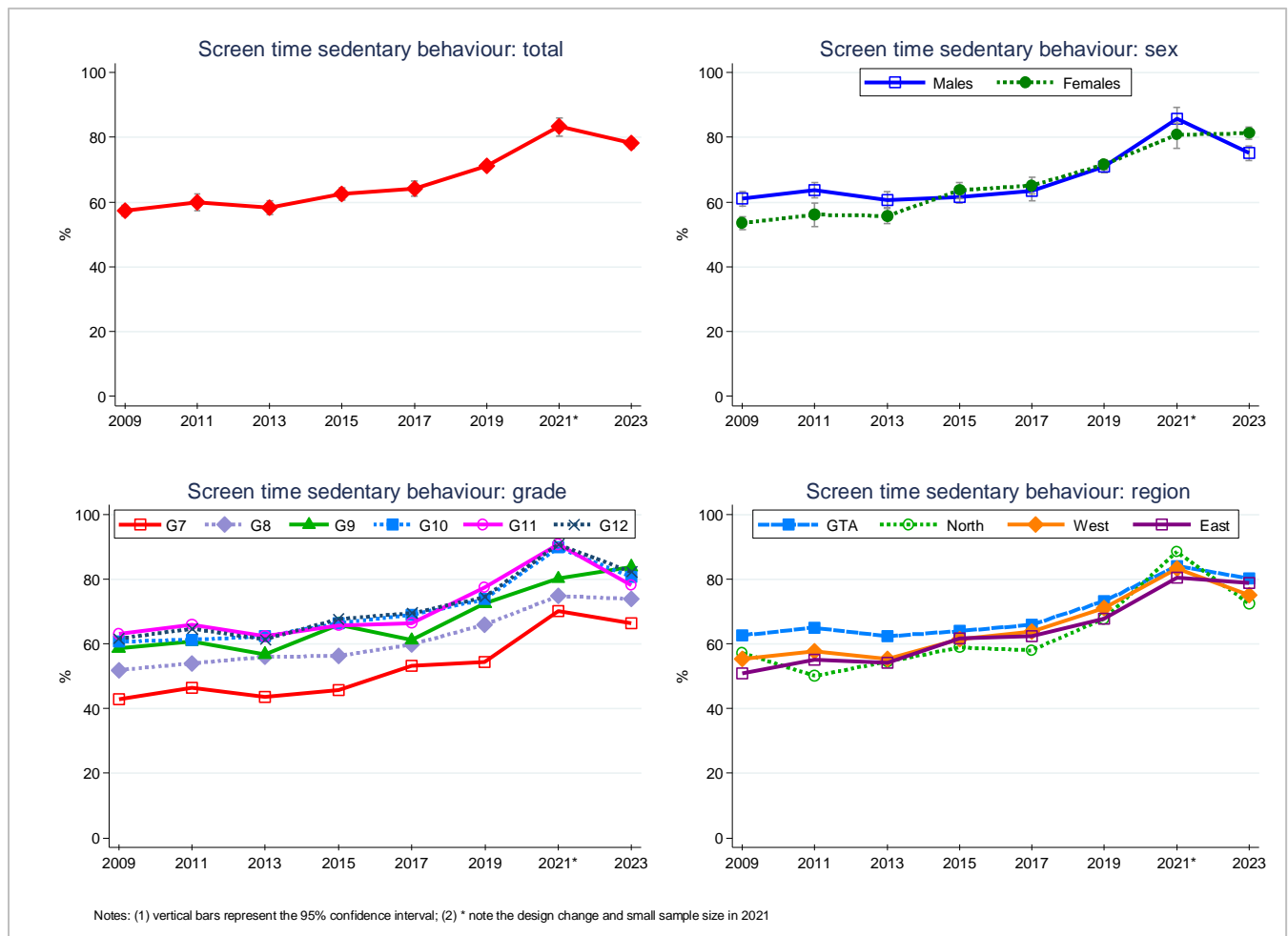


Table 3.2.3 Percentage Reporting Three or More Hours a Day of Recreational Screen Time (Sedentary Behaviour) in the Past Seven Days, 2009–2023 OSDUHS

	2009	2011	2013	2015	2017	2019	2021	2023	
(n=)	(9211)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)	
Total (95% CI)	55.1 (53.5-56.7)	57.4 (54.8-60.0)	55.9 (53.8-57.9)	59.9 (58.1-61.7)	60.0 (57.7-62.3)	71.2 (70.0-72.4)	83.3 (80.3-85.9)	78.2 (76.6-79.7)	abcde
Sex									
Males	59.0 (56.8-61.2)	61.1 (58.7-63.4)	58.5 (56.0-61.0)	59.7 (57.7-61.6)	59.5 (56.5-62.6)	70.9 (69.1-72.6)	85.7 (80.8-89.4)	75.2 (72.9-77.3)	abc
Females	50.9 (49.0-52.9)	53.6 (49.7-57.4)	53.1 (50.8-55.4)	60.1 (57.3-62.9)	60.5 (57.6-63.4)	71.6 (70.0-73.1)	80.8 (76.6-84.4)	81.3 (79.4-83.1)	bc
Grade									
7	39.8 (36.5-43.2)	42.7 (38.3-47.2)	39.1 (36.0-42.4)	42.6 (38.5-46.8)	48.4 (44.6-52.3)	54.3 (51.2-57.4)	70.1 (57.9-80.0)	66.3 (62.1-70.3)	bc
8	48.5 (44.7-52.4)	50.2 (46.3-54.2)	52.5 (47.6-57.4)	53.0 (47.4-58.5)	52.8 (48.4-57.2)	66.0 (63.0-68.9)	74.8 (64.8-82.8)	73.9 (70.5-77.1)	bc
9	56.2 (52.2-60.0)	57.3 (52.4-62.1)	54.7 (50.6-58.7)	62.9 (59.0-66.6)	56.9 (52.2-61.4)	72.5 (70.2-74.7)	80.2 (70.2-87.4)	83.8 (80.9-86.3)	bc
10	58.9 (54.8-63.0)	59.2 (52.6-65.4)	60.7 (57.0-64.3)	63.5 (59.6-67.3)	64.1 (59.2-68.7)	73.8 (71.7-75.7)	89.8 (80.7-94.9)	80.7 (77.4-83.7)	bc
11	61.4 (56.4-66.2)	64.8 (60.2-69.0)	60.6 (56.6-64.6)	63.6 (59.8-67.2)	63.4 (57.1-69.3)	77.4 (74.9-79.7)	90.8 (85.6-94.2)	78.1 (74.1-81.7)	ac
12	60.5 (57.0-63.9)	63.1 (56.9-68.8)	59.9 (56.6-63.2)	66.2 (62.8-69.5)	67.4 (63.2-71.4)	74.5 (71.8-77.1)	90.8 (82.2-95.5)	82.2 (78.8-85.1)	bc
Region									
Greater Toronto Area	59.8 (57.1-62.4)	62.6 (58.8-66.4)	60.0 (57.8-62.1)	61.6 (58.7-64.5)	62.3 (59.1-65.4)	73.3 (71.9-74.6)	84.1 (77.9-88.9)	80.3 (78.4-82.1)	bc
North	55.1 (51.8-58.3)	48.0 (44.4-51.7)	52.0 (45.8-58.1)	56.6 (52.2-60.9)	54.8 (51.2-58.4)	67.8 (61.2-73.7)	88.5 (80.0-93.7)	72.5 (67.2-77.3)	ac
West	53.3 (50.1-56.4)	54.7 (49.1-60.2)	53.0 (48.4-57.4)	58.0 (54.5-61.4)	59.3 (56.0-62.5)	71.0 (67.9-73.9)	83.3 (77.7-87.7)	75.0 (70.7-78.8)	c
East	49.1 (45.4-52.8)	52.5 (49.5-55.4)	52.0 (46.3-57.6)	59.3 (54.3-64.2)	56.9 (49.4-64.2)	67.9 (65.6-70.2)	80.5 (76.8-83.7)	78.8 (76.0-81.3)	bc

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) note the design change and small sample size in 2021; (4) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2009 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant non-linear trend, p<.01.

Q: "In the last 7 days, about how many hours a day, on average, did you spend: watching TV/movies/videos, playing video games, texting, messaging, posting, or surfing the Internet in your free time? (Include time on any screen, such as a smartphone, tablet, TV, gaming device, computer, or wearable technology.)" (Note that students who responded "not sure" to the question remained in the denominator and, therefore, were included in the analysis.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.5 Disordered Eating

(Figures 3.2.10-3.2.13; Table 3.2.4)

Starting in 2021, the OSDUHS included questions about disordered eating in the past month. The four questions were: “*In the last 4 weeks how often did you... (1) “...worry so much about your weight, shape, or muscles that you couldn’t get it out of your head?”* (preoccupation); (2) “*...binge on food (eaten what other people would say is an unusually large amount of food, such as a whole litre of ice cream, in a few hours)?”* (binge eating); (3) “*...feel like you couldn’t stop eating or couldn’t control how much you ate?”* (loss of control); and (4) “*...not eat, or eat in a way to change your weight, shape, or muscles?”*”

2023 (Grades 7–12):

- Over half (56.2%) of students are preoccupied with their weight, as they report sometimes, often or always worrying about their weight, shape, or muscles in the past month. Females (70.1%) are almost twice as likely as males (42.9%) to report worrying about their body. There is no significant variation by grade or region.
- About 40.1% of students report bingeing on food at least once in the past month. Females (46.0%) are significantly more likely than males (34.5%) to report bingeing on food. Older students are significantly more likely than younger students to report binge eating. Students in the East region are least likely to report binge eating.
- Over one-third (34.9%) of students report they could not stop eating or control how much they ate at least once in the past month. Females (42.1%) are significantly more likely than males (28.0%) to report a loss of control around eating. There is no significant grade variation. Students in the East are least likely to report a loss of control around eating.
- About half (49.1%) of students report not eating or eating in a way to change their weight, shape, or muscles at least once in the past month. Females (56.9%) are significantly more likely than males (41.7%) to report not eating or eating in a way to change their body. Older students are significantly more likely than younger students to report this behaviour. There is no significant regional variation.

Figure 3.2.10
Percentage Reporting Worrying about their Weight, Shape, or Muscles in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

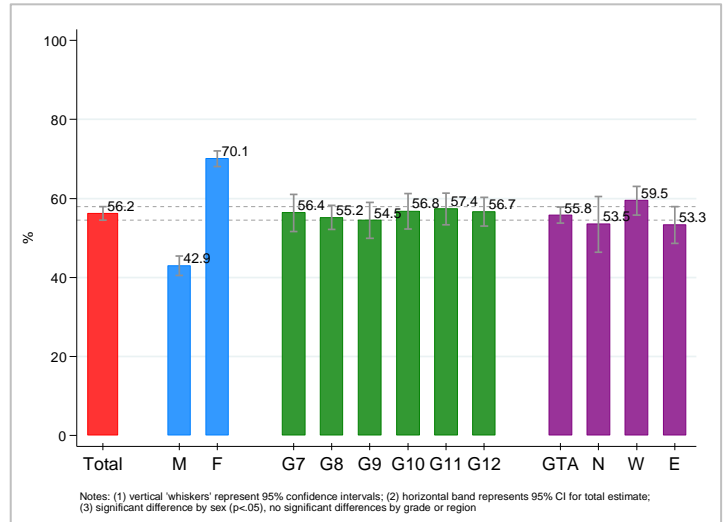


Figure 3.2.11
Percentage Reporting Binge Eating at Least Once in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

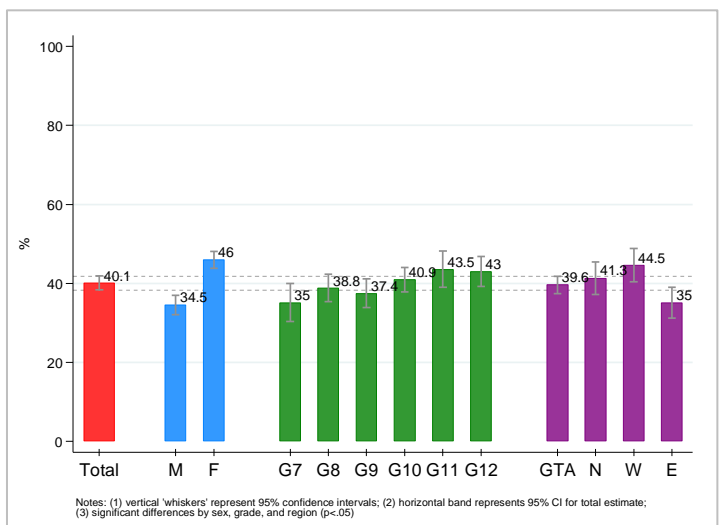
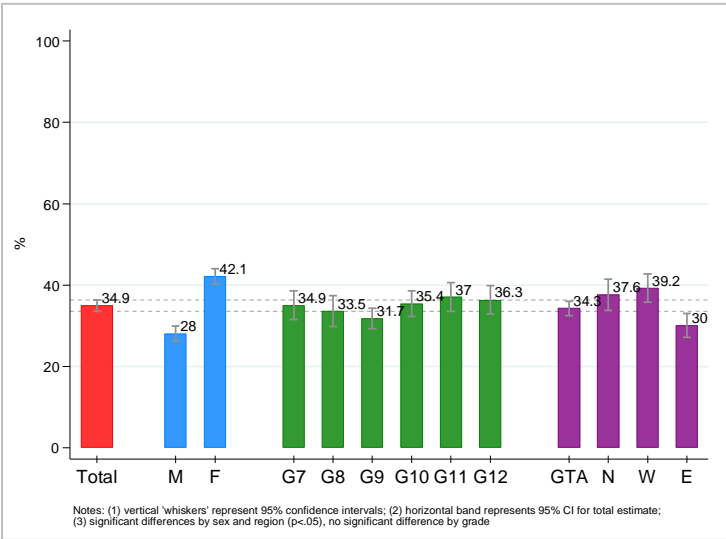


Figure 3.2.12
 Percentage Reporting Uncontrolled Eating Behaviour at Least Once in the Past Month by Sex, Grade, and Region, 2023 OSDUHS



2023 vs. 2021 (Grades 7–12):

- The percentage of students reporting worrying about their weight/shape significantly increased between 2021 and 2023 (from 45.8% to 56.2%). Males show a significant increase from 28.8% in 2021 to 42.9% in 2023. The percentage among females increased numerically (from 63.5% to 70.1%), but this was not statistically significant.
- The percentage of students reporting binge eating in the past month did not significantly change between 2021 (37.8%) and 2023 (40.1%). Males show no significant change since 2021. However, females show a significant increase, from 37.6% in 2021 to 46.0% in 2023.
- Despite a numerical increase, the percentage of students reporting uncontrolled eating in the past month did not significantly change between 2021 (29.7%) and 2023 (34.9%). Males show no significant change since 2021. However, females show a significant increase, from 33.5% in 2021 to 42.1% in 2023.

Figure 3.2.13
 Percentage Reporting Not Eating or Eating in Way to Change Their Weight, Shape, or Muscles at Least Once in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

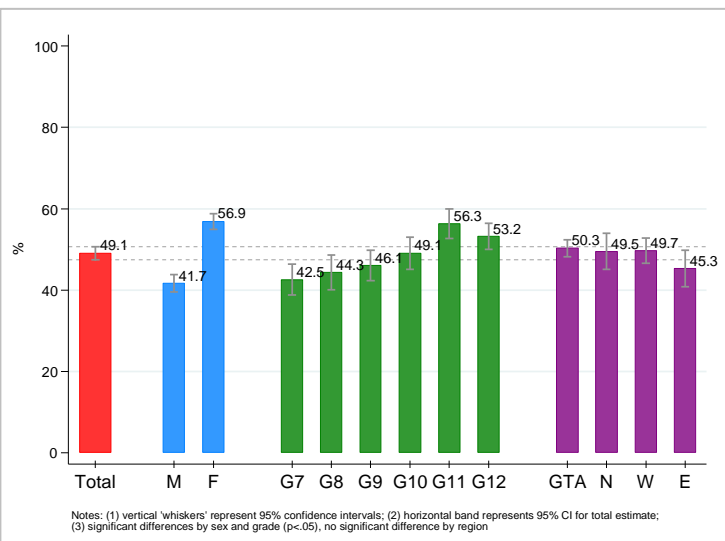


Table 3.2.4 Percentage Reporting Disordered Eating Symptoms in the Past Month by Sex, 2021–2023 OSDUHS (Grades 7–12)

	2021 (n=2,225)	2023 (n=10,145)
% who report worrying about their weight, shape, or muscles “sometimes,” “often,” or “always” (preoccupation)		
Total (95% CI)	45.8 (40.7-51.1)	56.2 (54.5-57.9) ^a
Males	28.8 (22.0-36.8)	42.9 (40.6-45.4) ^a
Females	63.5 (56.9-69.6)	70.1 (68.1-72.1)
% who report bingeing on food at least once in the past month		
Total % (95% CI)	37.8 (33.5-42.3)	40.1 (38.4-41.9)
Males	38.0 (31.0-45.4)	34.5 (32.0-37.0)
Females	37.6 (33.3-42.2)	46.0 (43.8-48.1) ^a
% who report they couldn’t stop eating or couldn’t control how much they ate at least once in the past month		
Total % (95% CI)	29.7 (25.2-34.7)	34.9 (33.5-36.3)
Males	26.1 (19.1-34.5)	28.0 (26.1-29.9)
Females	33.5 (27.9-39.6)	42.1 (40.2-44.0) ^a
% who report they did not eat or ate in way to change their weight, shape, or muscles at least once in the past month		
Total % (95% CI)	--	49.1 (47.5-50.7)
Males	--	41.7 (39.6-43.8)
Females	--	56.9 (54.9-58.8)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) note the design change and small sample size in 2021; (4) ^a 2023 vs. 2021 significant difference, p<.01.

Q: “In the last 4 weeks, how often did you worry so much about your weight, shape, or muscles that you couldn’t get it out of your head? (note that “muscles” was added to the question in 2023); In the last 4 weeks, how often did you binge on food (eaten what other people would say is an unusually large amount of food, such as a whole litre of ice cream, in a few hours)?; In the last 4 weeks, how often did you feel like you couldn’t stop eating or couldn’t control how much you ate?; In the last 4 weeks, how often did you not eat, or eat in a way to change your weight, shape or muscles?” (note that this was a major wording change from the question used in 2021 and, therefore, trends are not available).

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.6 Body Image and Weight Control

(Figures 3.2.14-3.2.16; Table 3.2.5)

Since 2001, the OSDUHS has included two questions measuring beliefs about personal weight and desired change in weight. The questions were: (1) *“Do you think of yourself as being too thin, about the right weight, or too fat?”* and (2) *“Which of the following are you doing about your weight: Not doing anything, Trying to lose weight, Trying to keep from gaining weight, or Trying to gain weight?”*

2023 (Grades 7–12):

- Over half (57.7%) of students are satisfied with their weight. One-quarter (25.7%) believe they are overweight (“too fat”), and about one-in-six (16.6%) believe they are underweight (“too thin”).
- Females are significantly more likely than males to perceive themselves as overweight (33.1% vs. 18.9%, respectively), whereas males are significantly more likely than females to perceive themselves as underweight (22.6% vs. 10.1%, respectively).

- Satisfaction with weight significantly declines with grade level (data not presented).
- About one-third (34.4%) of students are not trying to alter their weight. Another 29.5% are trying to lose weight, 18.8% want to keep from gaining weight, and 17.3% want to gain weight.
- Females are significantly more likely than males to report they are trying to lose weight (36.2% vs. 23.4%, respectively), whereas males are much more likely than females to report that they are trying to gain weight (27.5% vs. 6.2%, respectively).
- Examining grade differences in weight control efforts by sex shows that among males attempts to gain weight increase with grade (from 8.5% of 7th graders to 34.6% of 12th graders). In contrast, there are no significant grade differences regarding weight control efforts among females.

Figure 3.2.14
Body Image by Sex, 2023 OSDUHS (Grades 7–12)

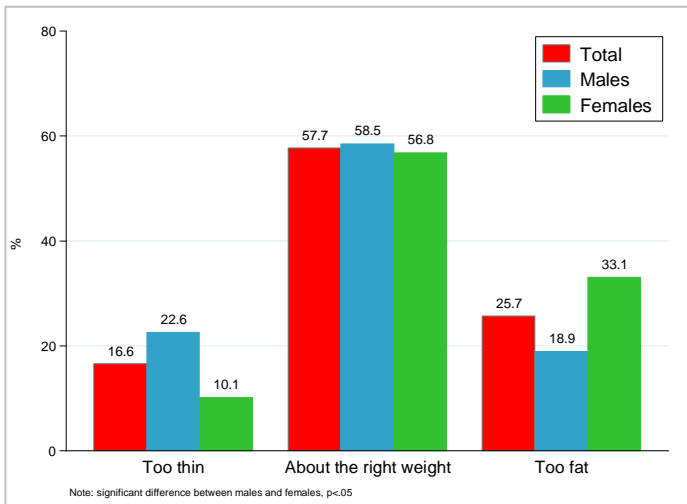
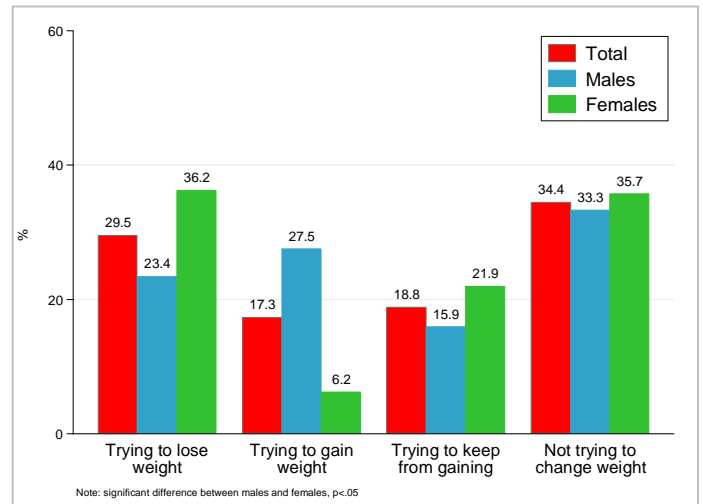


Figure 3.2.15
Weight Control by Sex, 2023 OSDUHS (Grades 7–12)



2001–2023 (Grades 7–12):

- The percentage of students who perceive themselves to be overweight (“too fat”) has remained stable during the past decade or so. However, the current estimate (25.7%) is significantly higher than the estimates seen in the 2000s (about 19%-20%). Both males and females today are more likely to perceive themselves to be overweight compared with their counterparts in the 2000s.
- There have been no significant changes over time regarding weight control efforts.

Figure 3.2.16
Percentage Who Perceive Themselves as Overweight (“Too Fat”) by Sex, 2001–2023 OSDUHS

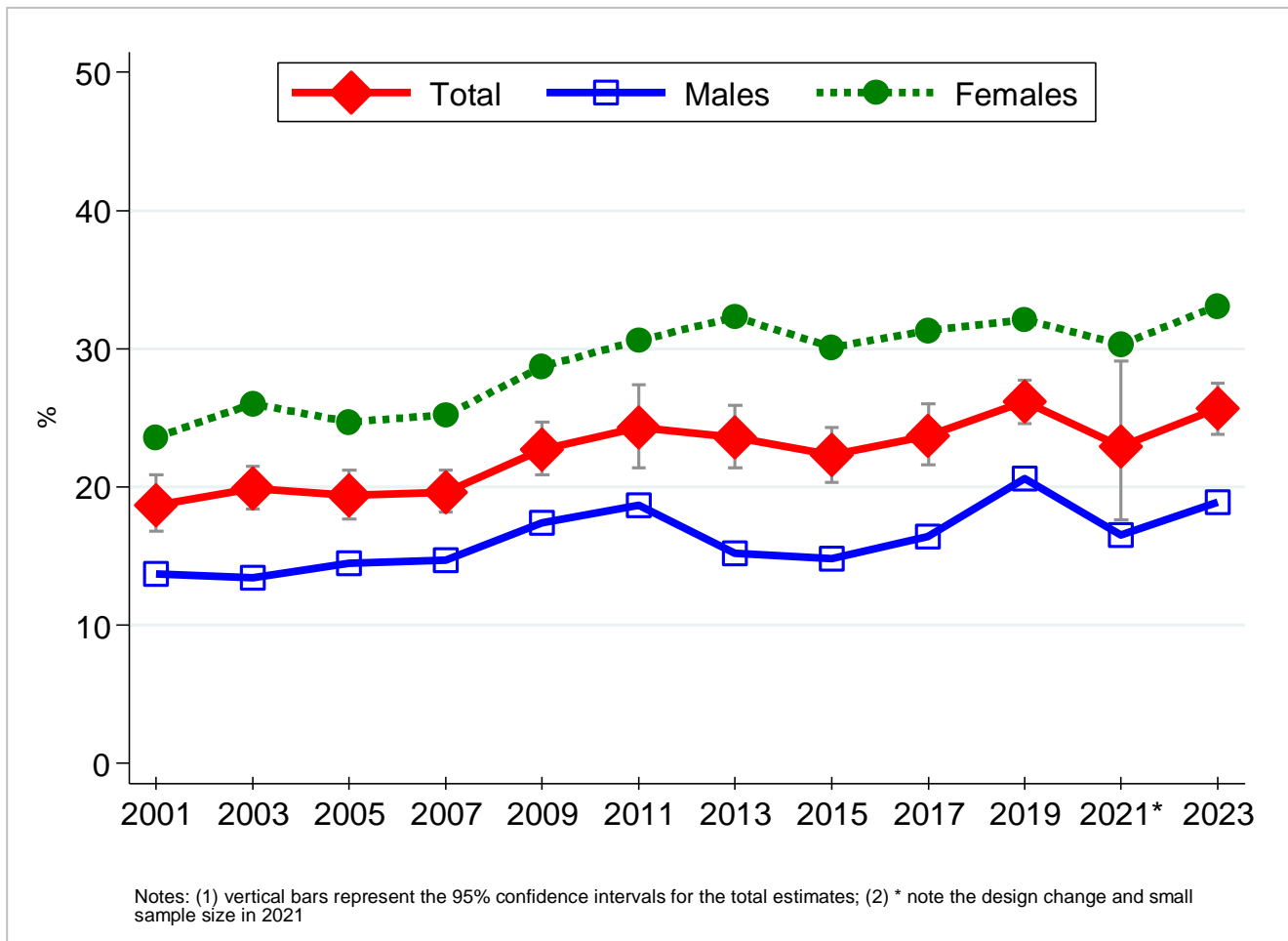


Table 3.2.5 Percentage Who Perceive Themselves as Overweight (“Too Fat”), 2001–2023 OSDUHS

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(1837)	(3152)	(3648)	(2935)	(4261)	(4472)	(4794)	(5023)	(5071)	(6525)	(1107)	(5054)
Total (95% CI)	18.7 (16.8-20.9)	19.9 (18.4-21.6)	19.4 (17.7-21.1)	19.6 (18.2-21.2)	22.7 (20.8-24.8)	24.3 (21.4-27.4)	23.6 (21.4-25.9)	22.3 (20.3-24.3)	23.7 (21.6-26.0)	26.2 (24.6-27.7)	22.9 (17.6-29.1)	25.7^{cd} (23.8-27.5)
Sex												
Males	13.7 (11.3-16.5)	13.4 (11.6-15.4)	14.5 (12.5-16.7)	14.6 (12.7-16.8)	17.4 (14.8-20.3)	18.6 (15.4-22.4)	15.2 (12.4-18.7)	14.8 (12.8-17.1)	16.4 (13.6-19.7)	20.6 (18.6-22.7)	16.5 (10.4-25.2)	18.9^c (16.4-21.7)
Females	23.6 (20.4-27.0)	26.0 (23.4-28.7)	24.7 (22.2-27.0)	25.2 (23.0-27.6)	28.7 (25.8-31.9)	30.6 (27.8-33.5)	32.3 (29.7-35.0)	30.1 (27.4-33.0)	31.3 (28.3-34.5)	32.1 (30.0-34.2)	30.3 (22.2-40.0)	33.1^c (30.4-35.8)
Grade												
7	11.8 (8.1-16.9)	15.8 (12.0-20.4)	17.2 (13.7-21.6)	13.6 (10.0-18.2)	18.5 (14.3-23.5)	19.9 (15.4-25.3)	21.2 (15.4-28.4)	14.9 (9.9-21.9)	14.1 (10.2-19.1)	22.4 (18.8-26.5)	19.0 (10.8-31.3)	20.2^c (15.2-26.3)
8	21.5 (16.6-27.2)	16.1 (13.3-19.3)	15.3 (12.3-19.0)	17.8 (14.0-22.4)	20.3 (16.5-24.7)	20.3 (15.9-25.7)	20.1 (15.0-26.4)	21.7 (16.6-27.7)	24.1 (16.1-34.3)	23.1 (19.4-27.3)	18.0 (6.9-39.3)	27.4 (21.0-34.8)
9	18.9 (13.7-25.5)	17.9 (14.8-21.5)	20.5 (17.1-24.4)	20.8 (17.1-24.9)	24.6 (19.8-30.1)	23.0 (19.7-26.7)	23.7 (19.4-28.6)	22.6 (19.4-26.2)	20.4 (16.4-25.0)	25.1 (21.9-28.6)	16.4 (8.9-28.2)	23.5 (19.6-27.9)
10	18.4 (14.6-23.0)	24.1 (20.2-28.6)	21.2 (18.0-24.9)	21.5 (18.1-25.3)	25.1 (20.9-29.9)	28.0 (22.5-34.4)	21.5 (17.2-26.4)	22.8 (19.0-27.1)	24.0 (19.6-29.0)	27.3 (24.0-30.8)	31.0 (17.2-49.3)	29.1^c (25.2-33.3)
11	21.7 (17.0-27.2)	23.0 (18.5-28.2)	20.3 (17.0-24.2)	20.8 (16.9-25.3)	24.9 (20.1-30.4)	29.6 (21.9-38.8)	25.8 (20.9-31.5)	26.2 (21.6-31.3)	26.4 (21.3-32.2)	29.7 (26.2-33.5)	29.8 (18.4-44.5)	28.7 (24.2-33.7)
12	21.6 (15.7-28.9)	21.2 (17.7-25.1)	20.8 (16.8-25.3)	21.9 (17.9-26.4)	21.9 (18.9-25.2)	23.3 (19.7-27.3)	26.1 (21.2-31.7)	22.6 (21.6-31.3)	29.6 (24.0-35.8)	26.5 (23.0-30.2)	23.8 (11.5-42.9)	24.3 (20.6-28.5)
Region												
GTA	16.4 (13.5-19.8)	19.0 (16.8-21.5)	20.0 (17.3-23.0)	19.7 (17.3-22.4)	20.5 (17.9-23.5)	22.3 (20.0-24.8)	22.3 (19.6-25.3)	22.0 (19.6-24.7)	22.9 (21.0-24.8)	25.8 (23.5-28.2)	23.2 (14.4-35.2)	23.6^c (21.6-25.7)
North	24.3 (19.4-29.9)	19.8 (15.8-24.6)	18.4 (14.9-22.6)	21.5 (18.0-25.4)	24.4 (20.2-29.1)	23.2 (20.0-26.7)	25.6 (20.8-31.0)	21.6 (17.8-25.9)	24.1 (20.4-28.2)	26.5 (22.8-30.5)	33.0 (24.6-42.5)	28.9 (22.9-35.8)
West	19.2 (15.7-23.3)	21.1 (18.0-24.6)	20.1 (17.1-23.6)	19.6 (17.2-22.3)	25.0 (21.8-28.5)	31.8 (26.3-37.8)	24.6 (19.6-30.3)	22.6 (18.7-27.7)	23.3 (19.8-27.1)	27.2 (24.1-30.6)	21.6 (13.0-33.7)	31.6^c (27.0-36.7)
East	21.4 (16.6-27.2)	20.5 (16.9-24.6)	17.4 (14.4-20.8)	18.9 (15.6-22.6)	23.2 (18.2-29.2)	19.9 (16.3-24.1)	25.1 (21.6-28.9)	22.6 (17.4-28.7)	25.8 (19.3-33.6)	25.5 (22.9-28.3)	21.0 (14.4-29.6)	21.9 (18.4-25.9)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) GTA=Greater Toronto Area; (4) note the design change and small sample size in 2021; (5) no significant differences 2023 vs. 2021; ^c 2023 vs. 2001 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: “Do you think of yourself as being too thin, about the right weight, or too fat?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.7 Bullied About Weight or Body Shape

(Figure 3.2.17; Table 3.2.6)

Starting in 2021, the OSDUHS asked students how often they were bullied about their weight or body shape in the last 12 months. The question asked was “Now thinking about the last 12 months, how often did other people tease you or pick on you about your weight or shape?” Response options ranged from never to daily. Here we present the percentage of students who reported being bullied about their weight or body shape at least once in the past year.

2023 (Grades 7–12):

- Over half (52.5%) of students report being bullied about their weight or body shape at least once in the past year.
- Females (55.7%) are significantly more likely than males (49.5%) to report being bullied about their weight or body shape in the past year.

- There are no significant differences among the grades.
- There is significant regional variation, showing that students in the East region (47.3%) are less likely to report being bullied about their weight or body shape than students in the other three regions (about 53%-56%).

2023 vs. 2021 (Grades 7–12):

- There was a significant increase between 2021 and 2023 in the percentage of students who report being bullied about their weight or body shape at least once in the past year, from 39.5% to 52.5%.
- Most subgroups show a significant increase between 2021 and 2023.

Figure 3.2.17
Percentage Reporting Being Bullied About Their Weight or Body Shape in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

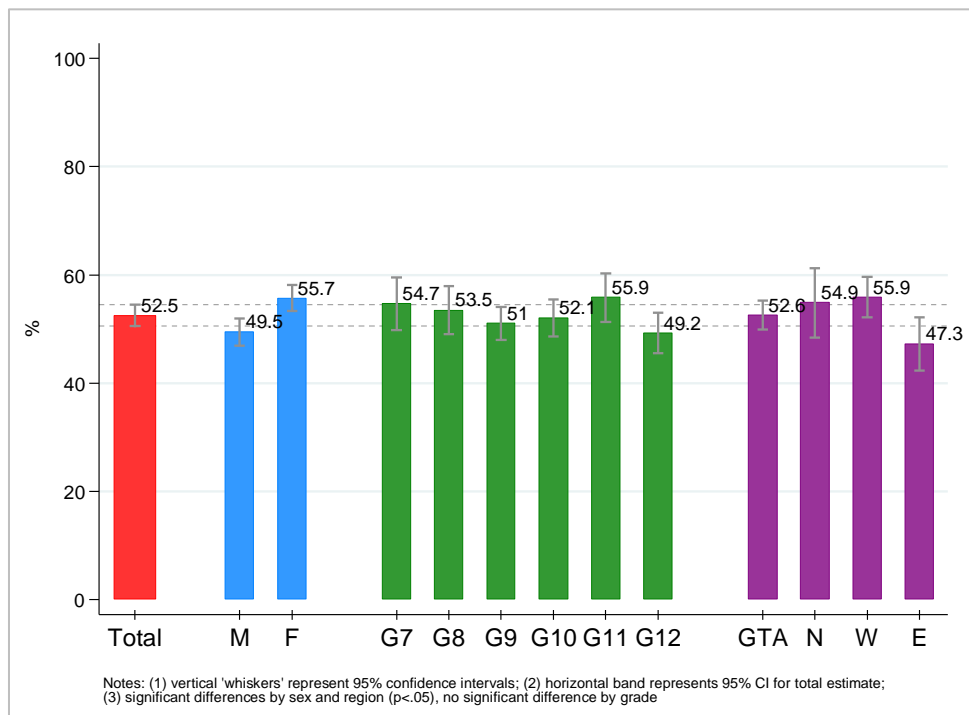


Table 3.2.6 Percentage Reporting Being Bullied About Their Weight or Body Shape in the Past Year, 2021–2023 OSDUHS

	2021 (n=2,225)	2023 (n=10,145)
Total (95% CI)	39.5 (33.8-45.6)	52.5^a (50.6-54.5)
Sex		
Males	34.3 (24.6-45.6)	49.5^a (47.0-52.0)
Females	44.9 (39.4-50.6)	55.7^a (53.3-58.1)
Grade		
7	28.5 (17.8-42.5)	54.7^a (49.8-59.6)
8	35.3 (25.7-46.3)	53.5^a (49.0-57.9)
9	46.1 (36.9-55.6)	51.0 (48.0-54.1)
10	37.4 (27.6-48.2)	52.0^a (48.7-55.4)
11	47.9 (36.5-59.5)	55.9 (51.3-60.3)
12	40.8 (25.9-57.6)	49.2 (45.5-53.0)
Region		
Greater Toronto Area	35.0 (26.1-45.0)	52.6^a (50.0-55.3)
North	36.7 (30.4-43.6)	54.9^a (48.4-61.2)
West	46.0 (35.4-57.0)	55.9 (52.1-59.6)
East	33.4 (24.9-43.0)	47.3^a (42.4-52.2)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) note the design change and small sample size in 2021; (4) ^a 2023 vs. 2021 significant difference, $p < .01$.

Q: “Now thinking about the last 12 months, how often did other people tease you or pick on you about your weight or shape?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.8 Hours of Sleep on an Average School Night

(Figure 3.2.18; Table 3.2.7)

Starting in 2015, the OSDUHS included a question about hours of sleep on school nights. Students were asked “On an average school night, how many hours of sleep do you get?” Response options ranged from 4 hours or less up to 11 or more hours. Here we present the percentage of students who report getting eight or more hours of sleep.

2023 (Grades 7–12):

- Over one-third (38.9%) of students report that they usually get eight hours or more of sleep on an average school night. Therefore, most students (61%) get less than eight hours of sleep.
- Males (44.4%) are significantly more likely than females (33.1%) to get at least eight hours of sleep on an average school night.

- Seventh graders (67.5%) are most likely to report at least eight hours of sleep on an average school night. The percentage reporting at least eight hours of sleep significantly decreases as grade level increases, down to 22.3% of 12th graders.
- There is no significant regional variation.

2015–2023 (Grades 7–12):

- The percentage of students reporting at least eight hours of sleep on school nights significantly decreased between 2021 (48.9%) and 2023 (38.9%), reverting back to a level seen between 2015 and 2019.

Figure 3.2.18
Percentage Reporting Eight or More Hours of Sleep on School Nights by Sex, Grade, and Region, 2023 OSDUHS

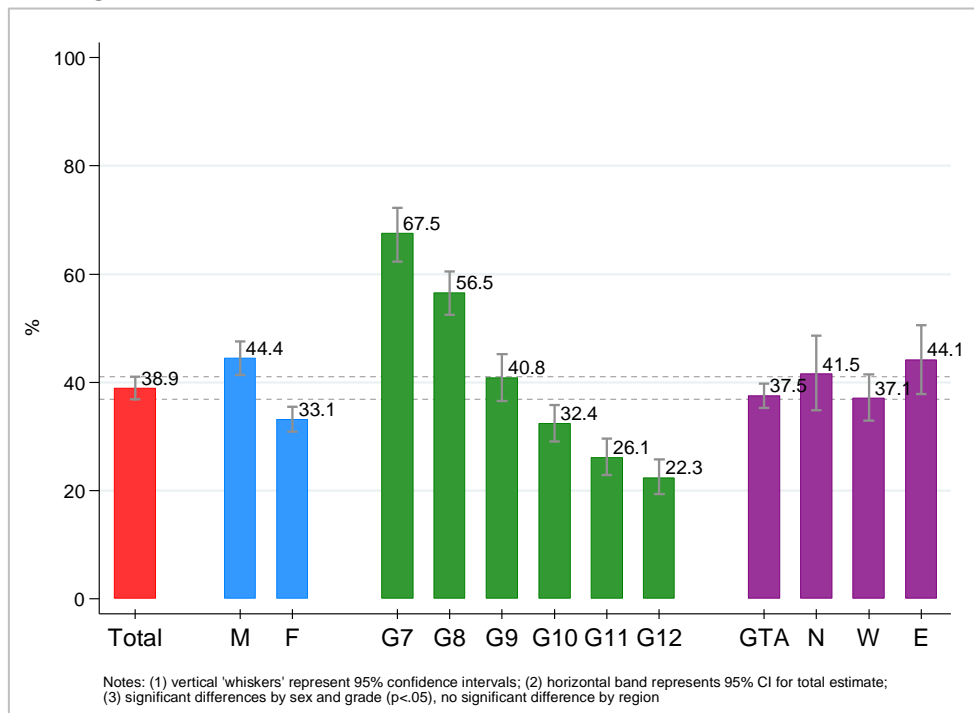


Table 3.2.7 Percentage Reporting Eight or More Hours of Sleep on an Average School Night, 2015–2023 OSDUHS

	2015	2017	2019	2021	2023
(n=)	(10426)	(11435)	(14142)	(2225)	(10145)
Total (95% CI)	41.0 (38.9-43.2)	39.2 (37.1-41.3)	36.9 (35.3-38.5)	48.9 (43.7-54.1)	38.9 ^{ae} (36.9-41.0)
Sex					
Males	44.9 (41.9-47.9)	42.2 (40.1-44.4)	41.7 (39.6-43.7)	50.6 (41.9-59.4)	44.4 (41.3-47.6)
Females	36.9 (34.6-39.3)	35.9 (32.9-39.1)	31.9 (30.1-33.7)	47.0 (41.3-52.8)	33.1 ^a (30.8-35.4)
Grade					
7	72.3 (67.1-77.0)	72.3 (69.4-75.0)	69.6 (66.4-72.6)	66.3 (52.9-77.6)	67.5 (62.3-72.3)
8	65.6 (60.8-70.1)	60.8 (54.0-67.2)	58.8 (55.4-62.2)	68.7 (57.3-78.2)	56.5 ^c (52.5-60.5)
9	46.4 (43.2-49.6)	41.8 (37.7-46.0)	41.0 (38.5-43.6)	48.4 (38.1-58.9)	40.8 (36.6-45.2)
10	33.7 (30.5-37.0)	30.4 (26.2-35.0)	31.6 (28.5-34.9)	45.3 (33.9-57.2)	32.4 (29.1-35.8)
11	23.7 (20.5-27.4)	26.5 (21.6-32.1)	23.5 (20.5-26.7)	41.0 (31.0-51.9)	26.1 ^a (22.9-29.6)
12	23.7 (20.3-27.4)	21.1 (16.6-26.5)	21.1 (18.1-24.5)	29.9 (19.9-42.3)	22.3 (19.3-25.7)
Region					
Greater Toronto Area	39.6 (36.2-43.2)	36.5 (33.2-40.0)	35.1 (33.2-37.0)	50.2 (42.7-57.6)	37.5 ^a (35.3-39.7)
North	48.2 (44.8-51.6)	45.5 (41.7-49.4)	40.8 (35.5-46.2)	44.7 (34.9-54.9)	41.5 (34.8-48.6)
West	40.8 (35.5-46.3)	42.7 (39.5-45.9)	33.6 (29.4-38.0)	44.6 (34.8-54.8)	37.1 (32.9-41.4)
East	42.6 (36.2-49.2)	38.5 (34.1-43.0)	43.6 (40.6-46.6)	57.2 (50.6-63.5)	44.1 ^a (37.9-50.6)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) note the design change and small sample size in 2021; (4) ^a 2023 vs. 2021 significant difference, p<.01; ^c 2023 vs. 2015 significant difference, p<.01; ^e significant nonlinear trend, p<.01.

Q: "On an average school night, how many hours of sleep do you get?"

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.9 Concussion

(Figure 3.2.19; Table 3.2.8)

Starting in 2017, students were asked whether they had a concussion (head injury) in their lifetime and in the past year. A concussion was defined as “any head injury that resulted in a headache, dizziness, blurred vision, vomiting, feeling confused or “dazed,” problems remembering, or being unconscious (knocked out).”

2023 (Grades 7–12):

- Over one-third (39.8%) of students report having a concussion in their lifetime. One-in-eight (13.3%) students report having a concussion in the past year.
- Males (13.8%) and females (12.8%) are equally likely to report having a concussion in the past year.

- There is significant grade variation showing that 7th and 8th graders are most likely to report a concussion in the past year.
- There is significant regional variation showing that students in the Greater Toronto Area (11.7%) are least likely to report a concussion in the past year.

2017–2023 (Grades 7–12):

- The percentage of students reporting experiencing a concussion in the past year significantly increased between 2021 (9.1%) and 2023 (13.3%), returning to a level seen when monitoring began in 2017.

Figure 3.2.19
Percentage Reporting Experiencing a Concussion in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

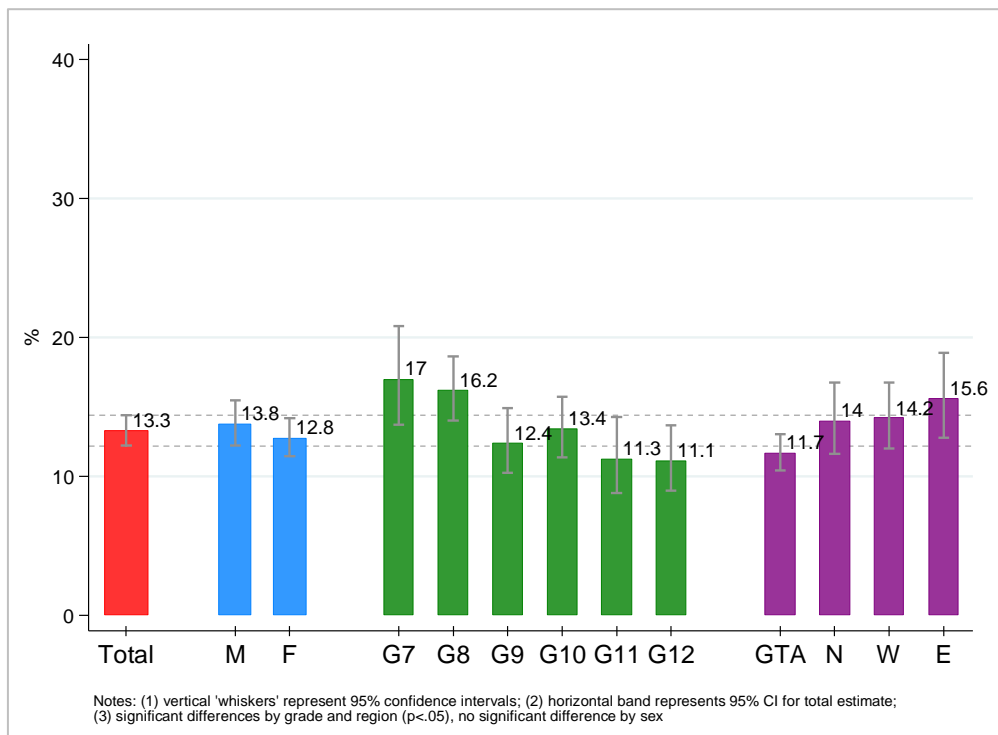


Table 3.2.8 Percentage Reporting Experiencing a Concussion in the Past Year, 2017–2023 OSDUHS

	2017	2019	2021	2023
(n=)	(11435)	(14142)	(2225)	(10145)
Total (95% CI)	14.8 (13.7-16.0)	14.5 (13.5-15.5)	9.1 (6.6-12.4)	13.3 ^{ae} (12.2-14.4)
Sex				
Males	15.4 (13.9-16.9)	15.4 (13.9-17.0)	8.3 (4.9-13.7)	13.8 (12.2-15.5)
Females	14.2 (12.3-16.4)	13.5 (12.5-14.6)	10.0 (7.0-14.0)	12.8 (11.5-14.2)
Grade				
7	16.2 (12.5-20.7)	19.0 (16.8-21.6)	†	17.0 (13.7-20.8)
8	22.0 (19.2-25.1)	19.0 (16.9-21.3)	†	16.2 ^c (14.0-18.6)
9	12.3 (9.5-15.8)	13.6 (12.2-15.2)	†	12.4 (10.2-14.9)
10	13.7 (11.3-16.6)	13.5 (11.7-15.4)	11.5 (6.1-20.5)	13.4 (11.4-15.7)
11	14.1 (10.8-18.4)	12.1 (10.2-14.2)	11.7 (6.5-20.2)	11.3 (8.8-14.3)
12	12.8 (10.6-15.6)	13.2 (11.1-15.8)	†	11.1 (9.0-13.7)
Region				
Greater Toronto Area	11.5 (10.0-13.2)	12.9 (11.8-14.2)	†	11.7 (10.4-13.0)
North	14.4 (11.5-18.0)	16.4 (13.1-20.2)	8.9 (5.7-13.5)	14.0 (11.6-16.7)
West	18.1 (15.9-20.5)	14.1 (11.7-16.8)	11.7 (7.6-17.5)	14.2 (12.0-16.8)
East	18.0 (16.2-20.0)	17.7 (15.5-20.0)	3.9 (2.9-5.3)	15.6 ^a (12.8-18.9)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) †=estimate suppressed due to unreliability; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^c 2023 vs. 2017 significant difference, p<.01; ^{*} significant nonlinear trend, p<.01.

Q: “The next question is about head injuries that you may have had in the last 12 months. We are interested in any head injury that resulted in a headache, dizziness, blurred vision, vomiting, feeling confused or ‘dazed,’ problems remembering, or being unconscious (knocked out). Did you have this type of head injury in the last 12 months?” (Note that the definition in the 2017 cycle did not include being unconscious.)”

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.10 Texting While Driving

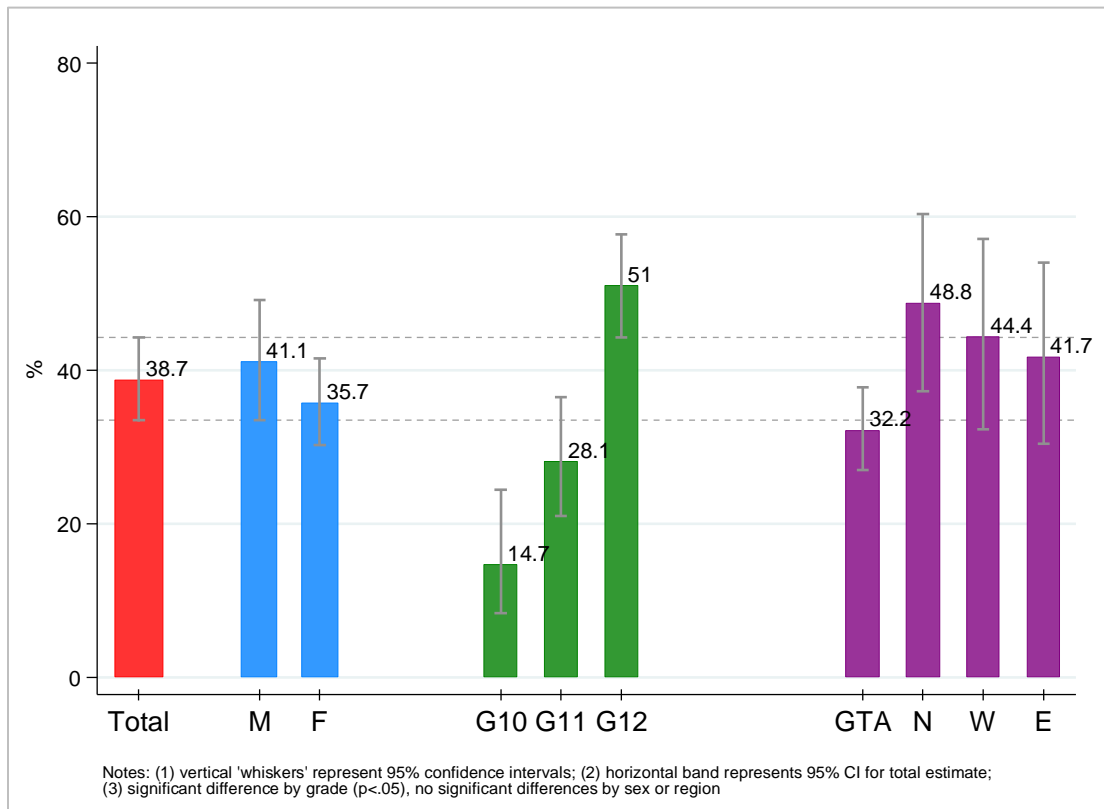
(Figures 3.2.20, 3.2.21; Table 3.2.9)

Starting in 2013, the OSDUHS asked secondary students about texting and driving. The question was “In the last 12 months, how many times did you send or read a text message or an email while you were driving a vehicle?” Here we present the percentage of drivers in grades 10, 11, and 12 who report texting while driving at least once in the past year.

2023 (Drivers in Grades 10–12):

- Among drivers in grades 10–12, over one-third (38.7%) report texting while driving at least once in the past year.
- Male drivers (41.1%) and female drivers (35.7%) are equally likely to report texting while driving at least once in the past year.
- There are significant grade differences showing that drivers in 12th grade (51.0%) are most likely to report texting while driving.
- Despite some numerical variation, there are no significant differences among the four regions.

Figure 3.2.20
Percentage of Drivers in Grades 10–12 Reporting Texting While Driving at Least Once in the Past Year by Sex, Grade, and Region, 2023 OSDUHS



2013–2023 (Drivers in Grades 10–12):

- The percentage of adolescent drivers reporting texting while driving significantly increased between 2019 and 2023, from 28.9% to 38.7%. (Note the 2021 estimate was suppressed due to unreliability or low coefficient of variation.) However, the current estimate is similar to the estimates seen between 2013 and 2017.

Figure 3.2.21
Percentage of Drivers in Grades 10–12 Reporting Texting While Driving at Least Once in the Past Year, 2013–2023 OSDUHS

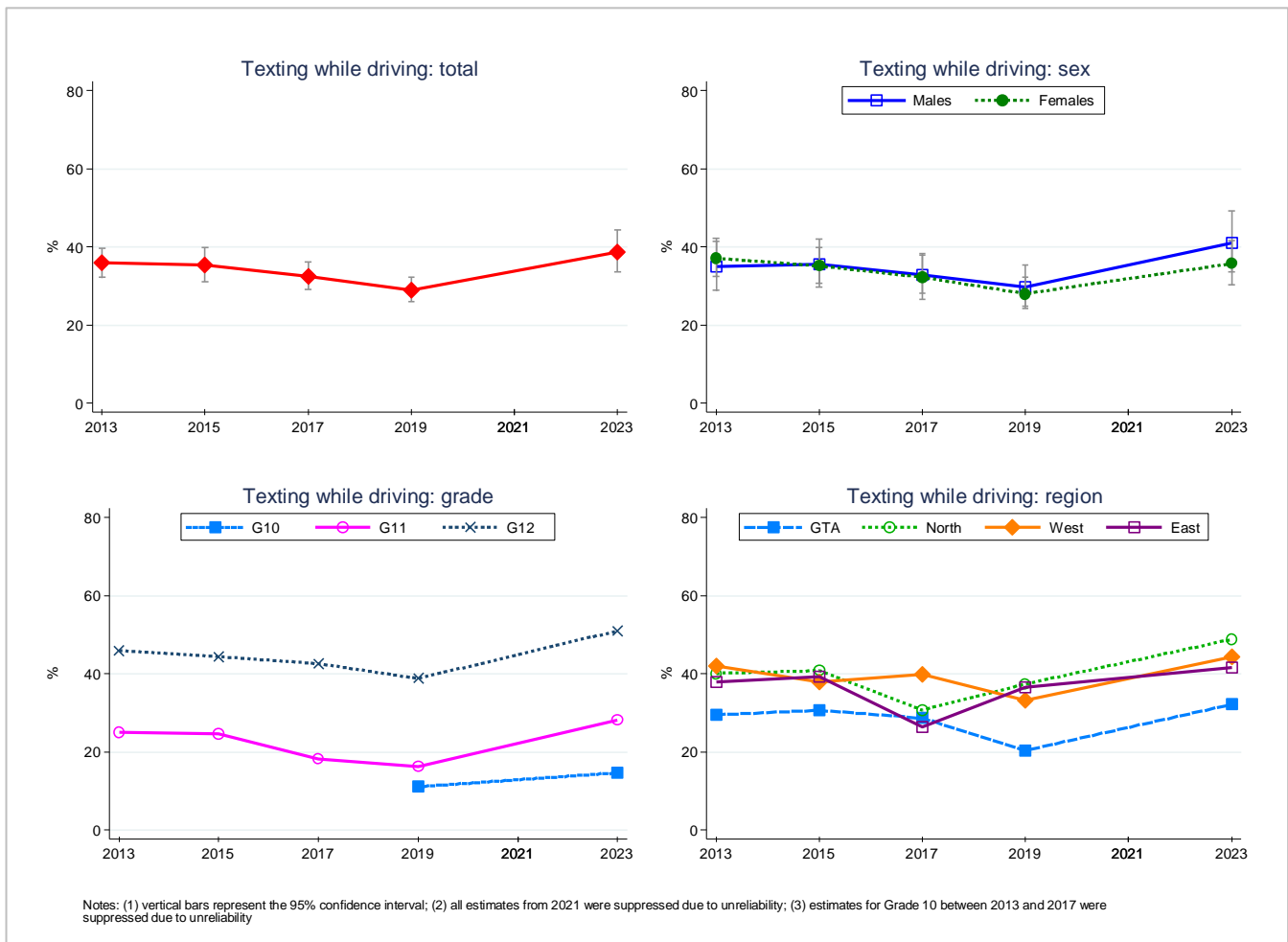


Table 3.2.9 Percentage of Drivers in Grades 10–12 Reporting Texting While Driving at Least Once in the Past Year, 2013–2023 OSDUHS

	2013	2015	2017	2019	2021	2023
(n=)	(1139)	(1171)	(1190)	(1738)	(213)	(1384)
Total (95% CI)	35.9 (32.2-39.7)	35.3 (31.0-39.9)	32.5 (29.0-36.2)	28.9 (25.9-32.2)	†	38.7 ^{be} (33.5-44.3)
Sex						
Males	34.9 (28.9-41.4)	35.5 (29.6-42.0)	32.8 (28.1-37.8)	29.7 (24.7-35.3)	†	41.1 (33.5-49.1)
Females	37.1 (32.4-42.1)	35.1 (30.7-39.8)	32.2 (26.6-38.3)	28.0 (24.2-32.2)	†	35.7 ^b (30.3-41.5)
Grade						
10	†	†	†	11.1 (6.6-18.0)	†	14.7 (8.4-24.4)
11	25.0 (19.2-32.0)	24.7 (19.4-30.9)	18.1 (13.0-24.8)	16.3 (12.4-21.0)	†	28.1 ^b (21.0-36.5)
12	45.9 (40.9-51.1)	44.4 (37.6-51.5)	42.6 (36.8-48.5)	38.8 (34.5-43.2)	†	51.0 ^b (44.3-57.7)
Region						
Greater Toronto Area	29.5 (25.0-34.5)	30.7 (26.1-35.8)	28.7 (24.5-33.3)	20.4 (16.7-24.6)	†	32.2 ^b (27.0-37.8)
North	40.1 (34.3-46.2)	40.8 (30.2-52.2)	30.7 (21.9-41.1)	37.4 (28.4-47.4)	†	48.8 (37.2-60.4)
West	42.0 (34.9-49.4)	37.9 (29.0-47.7)	39.8 (33.8-46.1)	33.3 (27.8-39.3)	†	44.4 (32.4-57.1)
East	37.8 (29.2-47.2)	39.3 (28.9-50.7)	26.3 (17.5-37.6)	36.5 (28.5-45.2)	†	41.7 (30.4-54.0)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample of secondary school students in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) ^b 2023 vs. 2019 significant difference, p<.01; ^e significant nonlinear trend, p<.01.

Q: "In the last 12 months, how many times did you send or read a text message or an email while you were driving a vehicle?"
(Note that the phrase "or read" was added to the question in 2015.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.11 Medical Use of Prescription Opioids

(Figure 3.2.22; Table 3.2.10)

Starting in 2007, the OSDUHS asked students about their use of prescription opioid pain relievers with a prescription (medical use). The question was preceded with a description of pain relievers as “...pain relief pills that people usually get by prescription, such as Percocet, Percodan, Tylenol #3, Demerol, Dilaudid, OxyNeo, codeine. (We do not mean regular Tylenol, Advil, or Aspirin that anyone can buy in a drugstore.)” The question then asked “In the last 12 months, how often did you use these types of pain relief pills with a prescription or because a doctor told you to take them?” Here we present the percentage reporting medical use of prescription pain relievers at least once in the past year.

- Males (23.5%) and females (26.0%) are equally likely to report using prescription pain relievers in the past year.
- There is no significant variation by grade.
- There is no significant variation by region.

2007–2023 (Grades 7–12):

- The medical use of prescription opioid pain relievers significantly increased between 2021 (15.2%) and 2023 (24.7%). The current estimate is also significantly higher than most estimates seen in the past decade. However, the current estimate is significantly lower than the estimates seen when monitoring first began (41% in 2007, and 32% in 2009).

2023 (Grades 7–12):

- One-quarter (24.7%) of students report the medical use of prescription opioid pain relievers at least once in the past year.

Figure 3.2.22
Percentage Reporting Medical Use of Prescription Opioid Pain Relievers in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

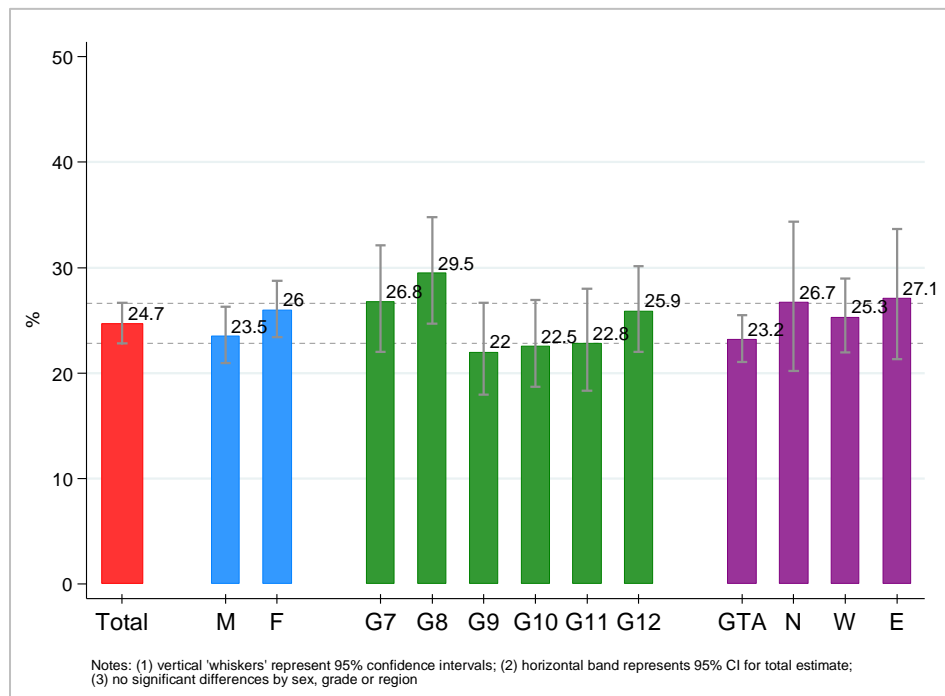


Table 3.2.10 Percentage Reporting Medical Use of Prescription Opioid Pain Relievers at Least Once in the Past Year, 2007–2023 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	
(n=)	(6323)	(9112)	(9288)	(10272)	(5023)	(5071)	(6525)	(1107)	(5054)	
Total (95% CI)	40.6 (39.0-42.1)	31.8 (30.3-33.3)	21.4 (19.6-23.2)	20.9 (19.6-22.3)	21.1 (19.2-23.2)	17.6 (15.6-19.9)	20.3 (18.9-21.8)	15.2 (11.3-20.2)	24.7 (22.8-26.6)	^{abcde}
Sex										
Males	35.8 (33.8-37.9)	26.7 (24.7-28.8)	18.4 (16.9-20.1)	19.7 (17.7-21.9)	19.3 (16.9-21.8)	15.9 (14.0-18.0)	18.7 (16.8-20.8)	13.1 (7.8-21.2)	23.5 (21.0-26.3)	^{abc}
Females	45.7 (43.3-48.1)	37.3 (35.2-39.3)	24.5 (21.8-27.4)	22.2 (20.6-24.0)	23.1 (20.3-26.2)	19.5 (16.5-22.8)	22.0 (20.0-24.0)	17.5 (12.6-23.8)	26.0 (23.4-28.8)	^{ac}
Grade										
7	33.4 (29.5-37.4)	23.9 (20.7-27.3)	12.5 (10.3-15.0)	14.2 (11.5-17.3)	13.6 (9.7-18.7)	12.1 (8.3-17.3)	12.2 (9.3-15.9)	†	26.8 (22.0-32.1)	^b
8	39.5 (35.7-43.4)	28.7 (25.2-32.3)	16.8 (14.4-19.7)	16.5 (13.7-19.8)	14.1 (10.6-18.6)	12.0 (7.7-18.4)	18.5 (14.9-22.7)	†	29.5 (24.7-34.8)	^{bc}
9	44.6 (41.2-48.0)	33.9 (30.1-38.0)	19.5 (17.9-21.2)	18.9 (16.0-22.2)	17.9 (14.6-21.8)	13.1 (9.9-17.1)	19.0 (16.1-22.2)	9.4 (5.1-16.8)	22.0 (17.9-26.6)	^{ac}
10	44.0 (40.7-47.4)	33.6 (30.4-37.1)	22.8 (19.4-26.6)	23.7 (20.4-27.4)	19.3 (16.1-23.0)	20.0 (16.1-24.5)	20.0 (17.5-22.9)	5.4 (3.0-9.6)	22.5 (18.7-26.9)	^{ac}
11	41.0 (37.7-44.4)	33.9 (30.1-38.0)	24.1 (19.1-30.0)	22.0 (18.8-25.5)	28.2 (23.9-32.9)	23.5 (19.6-27.9)	20.5 (17.2-24.3)	23.1 (13.5-36.8)	22.8 (18.3-28.0)	^c
12	40.3 (36.9-43.8)	34.1 (30.6-37.9)	27.2 (24.2-30.3)	25.1 (21.6-28.8)	27.0 (22.4-32.2)	22.5 (19.3-26.1)	25.7 (21.9-29.9)	†	25.9 (22.0-30.2)	^c
Region										
Greater Toronto Area	39.2 (36.7-41.7)	30.1 (27.8-32.5)	19.0 (17.0-21.0)	22.4 (20.2-24.7)	18.1 (16.1-20.4)	18.7 (16.6-20.9)	19.7 (17.8-21.6)	13.3 (7.1-23.6)	23.2 (21.0-25.5)	^c
North	39.7 (35.7-43.9)	31.1 (26.7-35.9)	21.5 (19.0-24.3)	17.7 (14.4-21.5)	17.3 (14.0-21.1)	17.6 (13.7-22.2)	19.1 (14.0-25.5)	24.7 (13.2-41.6)	26.7 (20.2-34.4)	^c
West	42.1 (39.4-44.7)	32.8 (29.8-36.0)	24.7 (20.6-29.3)	18.7 (16.3-21.3)	24.9 (21.2-29.1)	18.6 (15.9-21.6)	21.7 (18.4-25.3)	14.4 (8.3-23.7)	25.3 (22.0-29.0)	^c
East	41.7 (38.1-45.4)	33.5 (31.0-36.1)	22.0 (19.1-25.4)	22.1 (20.3-24.1)	24.5 (18.4-31.9)	14.6 (9.4-22.1)	20.2 (17.4-23.4)	15.9 (10.5-23.3)	27.1 (21.3-33.7)	^c

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample since 2015; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2007 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “The next two questions are about pain relief pills that people usually get by prescription, such as Percocet, Percodan, Tylenol #3, Demerol, Dilaudid, OxyNeo, codeine. (We do not mean regular Tylenol, Advil, or Aspirin that anyone can buy in a drugstore.) In the last 12 months, how often did you use these types of pain relief pills with a prescription or because a doctor told you to take them?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.3 MENTAL HEALTH

3.3.1 Self-Rated Mental Health

(Figures 3.3.1–3.3.3; Table 3.3.1)

Starting in 2007, students were asked “How would you rate your emotional or mental health?” The response options were: *Excellent, Very good, Good, Fair, or Poor*. Here we describe the percentage of students who rate their mental health as fair or poor.

2023 (Grades 7–12):

- About one-in-seven (13.6%) students rate their mental health as excellent and over one-fifth (22.4%) rate their mental health as very good. In contrast, over one-third (38.1%) rate their mental health as fair or poor.
- Females (53.9%) are over twice as likely as males (22.4%) to rate their mental health as fair or poor.
- Ratings of fair or poor mental health significantly increase with grade level, from 29.5% among 7th graders to 45.1% among 12th graders.
- There are no significant regional differences in the likelihood of rating one’s mental health as fair or poor.

Figure 3.3.1
Self-Rated Mental Health, 2023 OSDUHS (Grades 7–12)

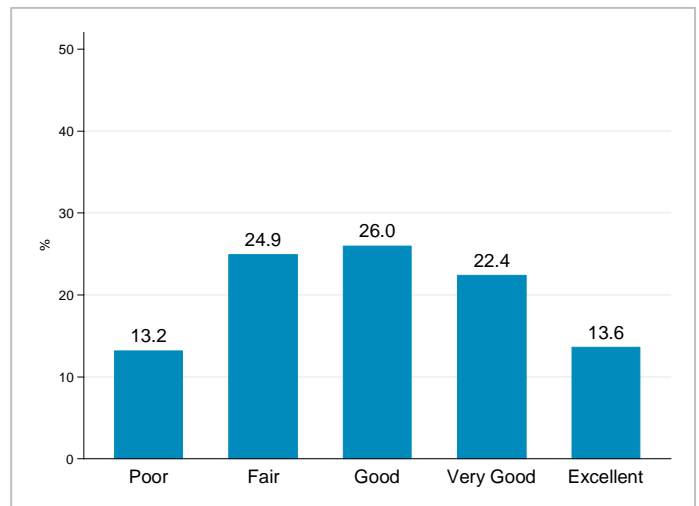
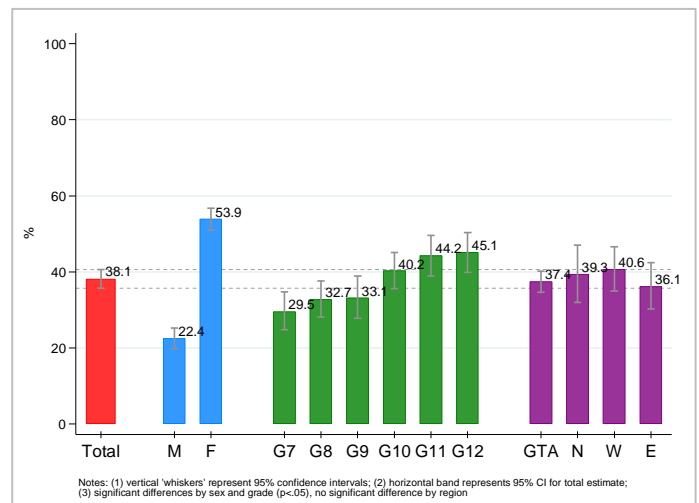


Figure 3.3.2
Percentage Reporting Fair or Poor Mental Health by Sex, Grade, and Region, 2023 OSDUHS



2007–2023 (Grades 7–12):

- The percentage of students who rate their mental health as fair or poor remained stable between 2021 and 2023, at 38.1% in both cycles. However, the current estimate is significantly higher than estimates seen in 2019 and all prior cycles and much higher than in 2007, when the estimate was 11.4%.

- Among the subgroups, ratings of fair or poor mental health significantly increased between 2021 and 2023 among students in the Greater Toronto Area. Increases since 2007 are evident for all subgroups.

Figure 3.3.3
Percentage Reporting Fair or Poor Mental Health, 2007–2023 OSDUHS

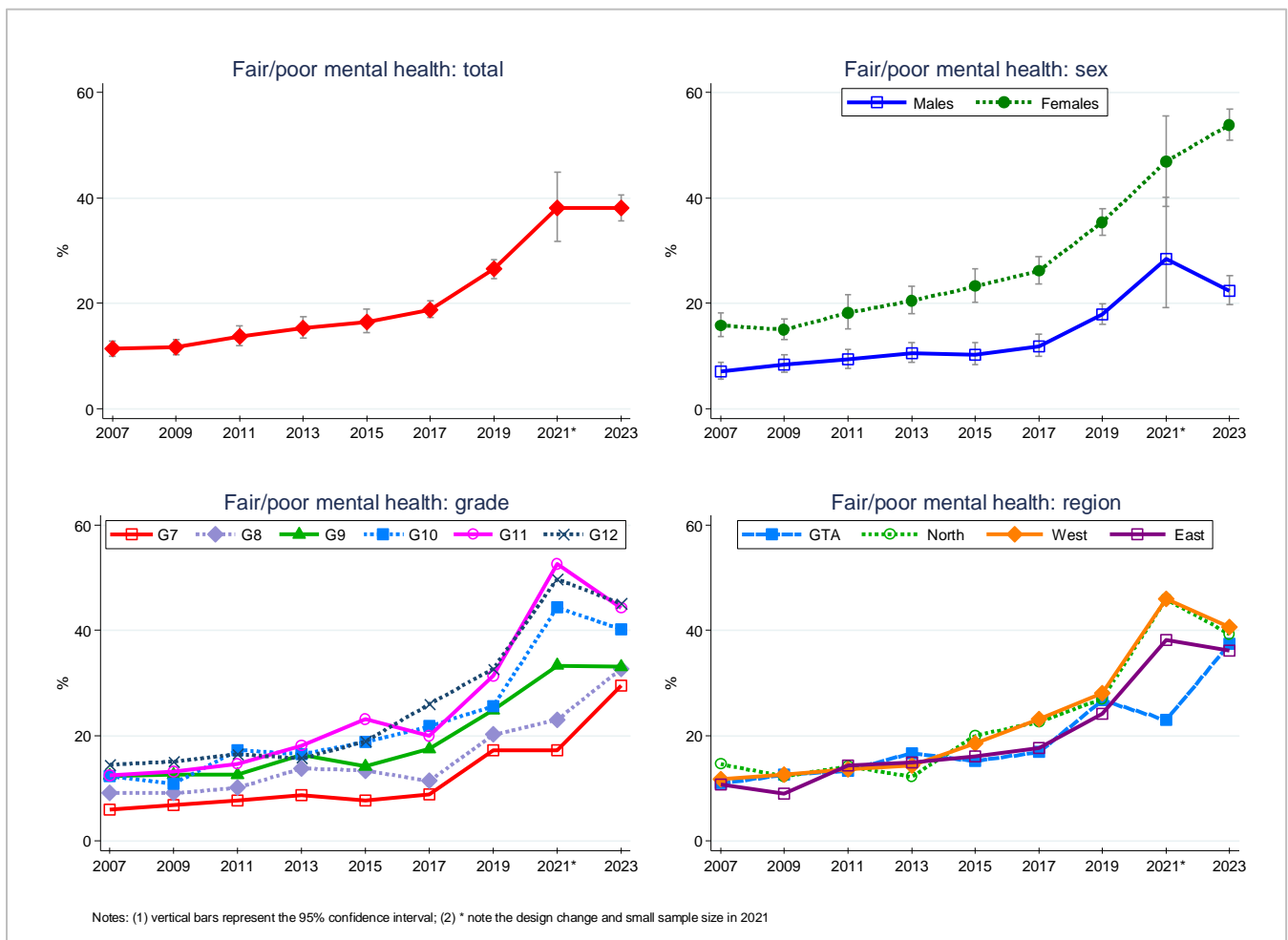


Table 3.3.1 Percentage Reporting Fair or Poor Mental Health, 2007–2023 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	
	(n=)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	11.4 (10.0-12.9)	11.7 (10.3-13.2)	13.7 (12.0-15.7)	15.3 (13.5-17.4)	16.5 (14.5-18.9)	18.8 (17.2-20.5)	26.5 (24.7-28.3)	38.1 (31.7-44.9)	38.1 (35.7-40.6)	^{bcde}
Sex										
Males	7.1 (5.7-8.8)	8.4 (6.9-10.3)	9.4 (7.7-11.3)	10.5 (8.8-12.6)	10.3 (8.4-12.6)	11.9 (9.9-14.2)	17.9 (16.0-19.9)	28.5 (19.2-40.1)	22.4 (19.8-25.2)	^{bc}
Females	15.8 (13.7-18.2)	15.0 (13.2-17.0)	18.2 (15.1-21.7)	20.5 (18.1-23.2)	23.2 (20.2-26.6)	26.2 (23.7-28.9)	35.4 (32.9-37.9)	46.9 (38.4-55.6)	53.9 (51.0-56.8)	^{bc}
Grade										
7	6.1 (4.0-9.2)	6.9 (4.5-10.4)	7.7 (4.9-11.7)	8.8 (6.5-11.9)	7.7 (4.7-12.4)	8.9 (6.8-11.5)	17.3 (14.2-20.8)	17.2 (10.1-27.9)	29.5 (24.8-34.7)	^{bc}
8	9.1 (6.5-12.5)	9.1 (6.4-12.7)	10.1 (7.3-13.8)	13.8 (11.0-17.2)	13.4 (8.3-21.0)	11.4 (8.7-14.8)	20.2 (16.4-24.6)	23.0 (14.1-35.2)	32.7 (28.2-37.7)	^{bc}
9	12.4 (9.6-15.9)	12.6 (9.6-16.1)	12.6 (9.7-16.3)	16.4 (12.9-20.6)	14.2 (11.4-17.7)	17.5 (13.8-21.9)	24.9 (21.4-28.7)	33.3 (21.8-47.1)	33.1 (27.8-38.9)	^{bc}
10	12.3 (9.2-16.3)	10.9 (8.3-14.3)	17.3 (13.5-21.8)	16.5 (12.1-22.2)	18.8 (16.0-22.0)	21.8 (19.0-24.9)	25.6 (22.6-29.0)	44.3 (29.9-59.8)	40.2 (35.6-45.1)	^{bc}
11	12.5 (9.7-16.0)	13.2 (10.5-16.4)	14.7 (11.8-18.2)	18.1 (14.4-22.6)	23.2 (19.2-27.8)	20.0 (13.8-28.0)	31.4 (28.0-35.1)	52.6 (36.6-68.1)	44.2 (38.9-49.6)	^{bc}
12	14.5 (11.3-18.4)	15.1 (12.0-18.8)	16.5 (13.2-20.3)	15.7 (12.2-20.0)	18.9 (15.3-23.2)	26.0 (22.1-30.5)	32.7 (29.3-36.3)	49.7 (31.7-67.7)	45.1 (39.9-50.3)	^{bc}
Region										
Greater Toronto Area	11.0 (9.0-13.4)	12.6 (10.5-15.0)	13.4 (11.8-15.2)	16.7 (14.0-19.7)	15.2 (13.0-17.8)	16.9 (15.0-19.0)	26.8 (24.7-29.0)	23.0 (15.2-33.2)	37.4 (34.6-40.2)	^{abc}
North	14.6 (10.7-19.7)	12.4 (9.4-16.0)	14.2 (10.6-18.9)	12.2 (8.9-16.4)	20.0 (16.6-23.9)	22.6 (18.6-27.1)	27.0 (20.7-34.4)	45.9 (36.0-56.1)	39.3 (32.0-47.1)	^{bc}
West	11.8 (9.3-15.0)	12.6 (10.1-15.6)	13.6 (8.9-20.3)	14.4 (11.1-18.4)	18.5 (14.6-23.0)	23.2 (20.4-26.1)	28.1 (23.6-33.0)	46.0 (34.7-57.8)	40.6 (34.9-46.6)	^{bc}
East	10.8 (7.8-14.6)	9.0 (6.5-12.3)	14.4 (12.3-16.7)	15.0 (11.0-20.3)	16.1 (10.3-24.4)	17.7 (13.0-23.5)	24.1 (20.7-27.9)	38.1 (27.8-49.6)	36.1 (30.3-42.4)	^{bc}

Notes: (1) n=total number of students surveyed; (2) question asked of a random half sample since 2015; (3) entries in brackets are 95% confidence intervals; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2007 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: "How would you rate your mental or emotional health?"

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.2 Low Self-Esteem

(Figure 3.3.4; Table 3.3.2)

Starting in 2015, a global measure of self-esteem or self-liking was included in the survey. Students were asked the question “How much do you agree or disagree with the following statement? On the whole, I am satisfied with myself.” Those who responded “strongly disagree” were considered to have low self-esteem.

2023 (Grades 7–12):

- The majority of students are satisfied with themselves (21.1% “strongly agree” and 45.6% “somewhat agree” with the statement).
- About one-in-eight (12.3%) students indicate low self-esteem (they “strongly disagree” with the statement).
- Females are significantly more likely than males to indicate low self-esteem (15.4% vs. 9.1%, respectively).

- Older students are significantly more likely than younger students to indicate low self-esteem.
- Despite some variation, there are no significant regional differences.

2015–2023 (Grades 7–12):

- The percentage of students indicating low self-esteem remained stable between 2021 (13.3%) and 2023 (12.3%). However, the current estimate is significantly higher than the estimates from 2015 to 2019.
- Among the subgroups, males, females, most of the grade levels, and students in the Greater Toronto Area and the North region show increases in low self-esteem since 2015, the first year of monitoring.

Figure 3.3.4
Percentage Reporting Low Self-Esteem by Sex, Grade, and Region, 2023 OSDUHS

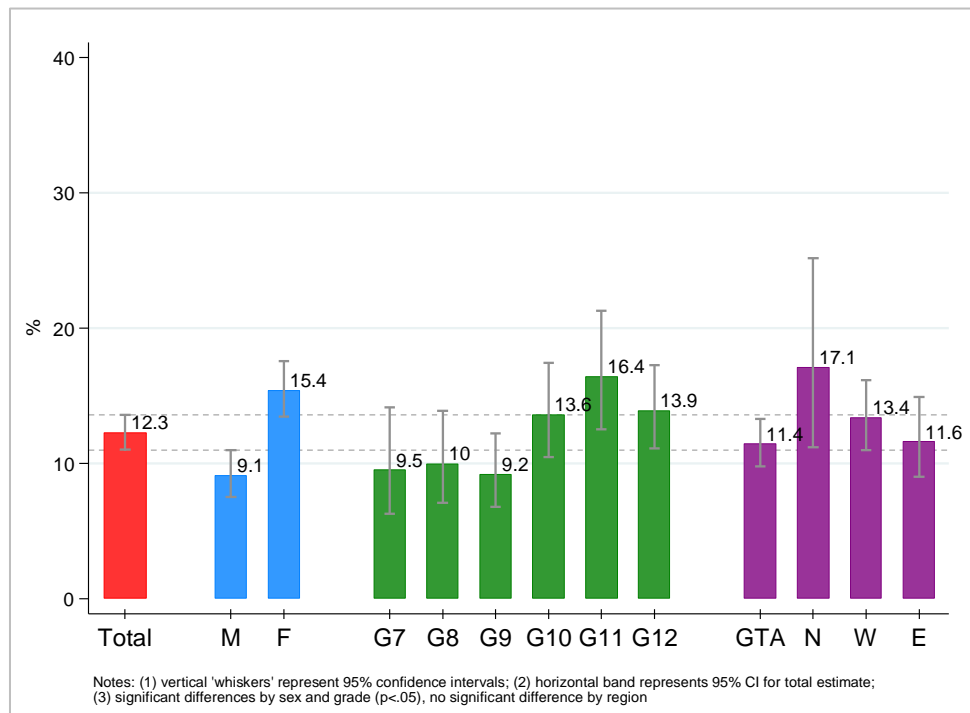


Table 3.3.2 Percentage Reporting Low Self-Esteem, 2015–2023 OSDUHS

	2015	2017	2019	2021	2023
(n=)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	7.0 (5.7-8.5)	6.5 (5.5-7.7)	9.2 (8.3-10.3)	13.3 (8.7-19.8)	12.3 ^{bcd} (11.0-13.6)
Sex					
Males	4.7 (3.4-6.4)	4.5 (3.5-5.7)	5.7 (4.9-6.8)	10.7 (4.8-22.0)	9.1 ^{bc} (7.5-11.0)
Females	9.5 (7.8-11.4)	8.6 (6.9-10.8)	12.9 (11.3-14.6)	15.7 (10.5-22.7)	15.4 ^c (13.4-17.6)
Grade					
7	2.1 (1.3-3.5)	4.8 (3.0-7.4)	7.1 (5.5-9.0)	†	9.5 ^c (6.3-14.2)
8	†	4.2 (2.9-6.0)	7.5 (5.4-10.4)	†	10.0 (7.1-13.9)
9	6.8 (4.7-9.7)	7.7 (5.5-10.6)	10.2 (8.3-12.5)	†	9.2 ^b (6.8-12.2)
10	6.6 (4.6-9.3)	6.8 (4.8-9.6)	9.1 (7.2-11.4)	†	13.6 ^c (10.4-17.5)
11	10.0 (7.9-12.6)	6.6 (3.9-11.0)	9.7 (7.9-11.8)	†	16.4 ^{bc} (12.5-21.3)
12	5.9 (4.3-8.2)	7.4 (5.2-10.5)	10.3 (8.3-12.8)	†	13.9 ^c (11.1-17.3)
Region					
Greater Toronto Area	6.2 (4.9-7.8)	5.9 (4.6-7.6)	9.1 (7.9-10.4)	†	11.4 ^c (9.8-13.3)
North	7.5 (5.4-10.4)	5.0 (3.7-6.8)	11.6 (8.5-15.7)	17.4 (10.4-27.6)	17.1 ^c (11.2-25.2)
West	9.0 (6.5-12.3)	8.9 (6.7-11.9)	9.3 (7.2-12.0)	18.3 (9.5-32.2)	13.4 (11.0-16.2)
East	†	5.4 (3.4-8.4)	8.8 (7.1-11.0)	9.3 (5.9-14.6)	11.6 (9.0-14.9)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2015 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: "How much do you agree or disagree with the following statement: On the whole, I am satisfied with myself." Low self-esteem is defined here as responding "strongly disagree."

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.3 Elevated Stress

(Figures 3.3.5, 3.3.6; Table 3.3.3)

Starting in 2015, the OSDUHS included a question about the level of stress experienced in the past month. Students were asked *“In the last 4 weeks, did you feel that you were under any stress, strain, or pressure?”* The response options were *Yes, almost more than I could take; Yes, a lot; Yes, some; Yes, a little; or Not at all.* Those who responded *“Yes, almost more than I could take”* or *“Yes, a lot”* are considered to be experiencing an elevated level of stress.

2023 (Grades 7–12):

- Only 12.6% of students report experiencing no stress in the past month. In contrast, over one-third (37.2%) report an elevated level of stress.
- Females (51.5%) are twice as likely as males (23.0%) to report elevated stress.
- There are significant grade differences, from a low of 20.6% of 7th graders up to half (49.7%) of 12th graders reporting elevated stress.
- There are no significant regional differences.

2015–2023 (Grades 7–12):

- The percentage of students who report elevated stress remained stable between 2021 (31.6%) and 2023 (37.2%). However, the current estimate is significantly higher than estimates from 2015 to 2019.
- Among the subgroups, females, 8th and 9th graders, students in the Greater Toronto Area and the West region show increases in elevated stress since 2015, the first year of monitoring.

Figure 3.3.5
Percentage Reporting the Level of Stress Experienced in the Past Month, 2023 OSDUHS (Grades 7–12)

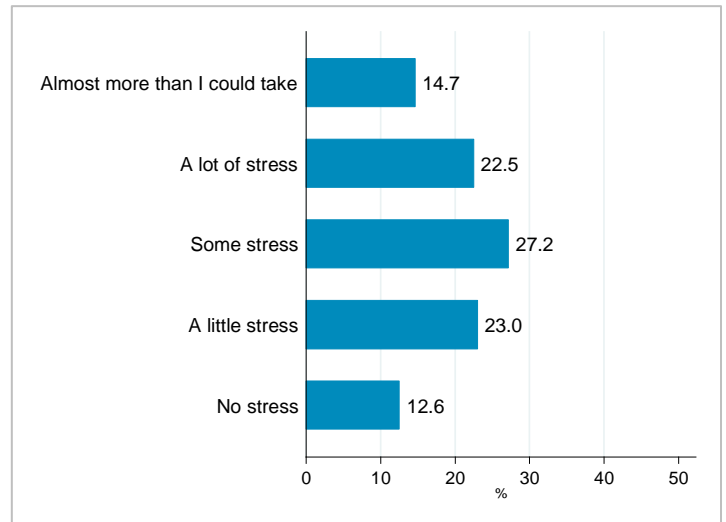


Figure 3.3.6
Percentage Reporting an Elevated Level of Stress Experienced in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

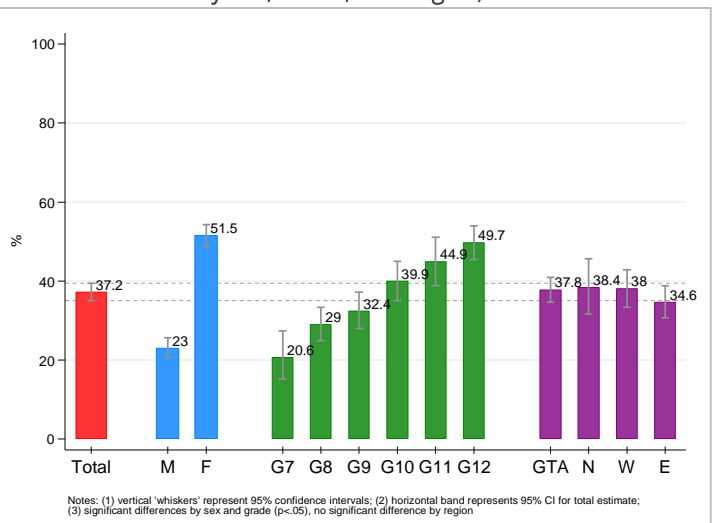


Table 3.3.3 Percentage Reporting Elevated Stress Experienced in the Past Month, 2015–2023 OSDUHS

	2015	2017	2019	2021	2023
(n=)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	28.7 (26.1-31.4)	30.4 (27.7-33.3)	32.8 (31.1-34.5)	31.6 (26.2-37.6)	37.2 ^{bcd} (35.0-39.4)
Sex					
Males	19.8 (17.1-22.8)	20.0 (17.4-22.9)	23.8 (21.8-25.9)	15.5 (10.2-22.8)	23.0 (20.6-25.6)
Females	38.2 (34.8-41.6)	41.5 (35.7-47.6)	42.2 (40.0-44.4)	46.1 (37.7-54.7)	51.5 ^{bc} (48.7-54.3)
Grade					
7	10.9 (5.9-19.1)	14.9 (12.2-18.1)	18.3 (15.5-21.5)	20.0 (11.7-31.9)	20.6 (15.2-27.4)
8	16.2 (12.6-20.7)	17.1 (13.2-21.8)	20.1 (16.8-23.8)	15.0 (9.0-23.9)	29.0 ^{abc} (24.9-33.4)
9	20.0 (16.7-23.7)	25.3 (20.0-31.5)	29.7 (26.9-32.6)	32.0 (21.3-45.1)	32.4 ^c (28.0-37.1)
10	32.8 (28.7-37.1)	35.5 (30.3-41.1)	34.1 (30.9-37.5)	30.2 (21.3-45.1)	39.9 (35.1-45.0)
11	39.5 (34.9-44.4)	40.9 (33.7-48.4)	39.6 (35.6-43.7)	40.8 (26.0-57.6)	44.9 (38.8-51.1)
12	42.2 (37.0-47.6)	37.8 (32.9-42.9)	43.6 (38.9-48.4)	46.5 (30.4-63.3)	49.7 (45.4-54.0)
Region					
Greater Toronto Area	30.2 (26.8-33.9)	30.9 (26.7-35.4)	34.0 (31.6-36.5)	21.8 (13.7-32.8)	37.8 ^{ac} (34.7-41.0)
North	29.3 (24.8-34.2)	32.3 (24.8-40.8)	30.2 (24.4-36.7)	34.8 (23.2-48.6)	38.4 (31.6-45.7)
West	27.3 (22.6-32.6)	31.1 (27.8-34.7)	34.0 (30.2-38.0)	35.8 (26.4-46.5)	38.0 ^c (33.4-42.9)
East	26.9 (19.5-35.8)	27.7 (21.3-35.1)	30.2 (27.1-33.6)	34.1 (24.3-45.4)	34.6 (30.7-38.8)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2015 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: "In the last 4 weeks, did you feel that you were under any stress, strain, or pressure?" Elevated stress is defined here as responding "Yes, a lot" or "Yes, almost more than I could take."

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.4 Loneliness

(Figures 3.3.7, 3.3.8; Table 3.3.4)

Starting in 2021, the OSDUHS included a question about loneliness. Students were asked “*How often do you feel lonely?*” The response options were *Never; Hardly ever; Occasionally; Sometimes; or Often or always*. Here we describe the percentage who report they feel lonely “often or always.”

2023 (Grades 7–12):

- About 13.6% of students report never feeling lonely. A similar percentage (15.2%) report often or always feeling lonely.
- Females (20.2%) are twice as likely as males (10.1%) to report often or always feeling lonely.
- There are significant grade differences, from a low of about 10% among grade 7 and 8 students up to about 18%-20% among grade 11 and 12 students.
- Despite some variation, there are no significant regional differences.

2023 vs. 2021 (Grades 7–12):

- The percentage of students who report often or always feeling lonely remained stable between 2021 (18.2%) and 2023 (15.2%).
- No subgroup shows a significant change since 2021.

Figure 3.3.7
Percentage Reporting How Often They Feel Lonely, 2023 OSDUHS (Grades 7–12)

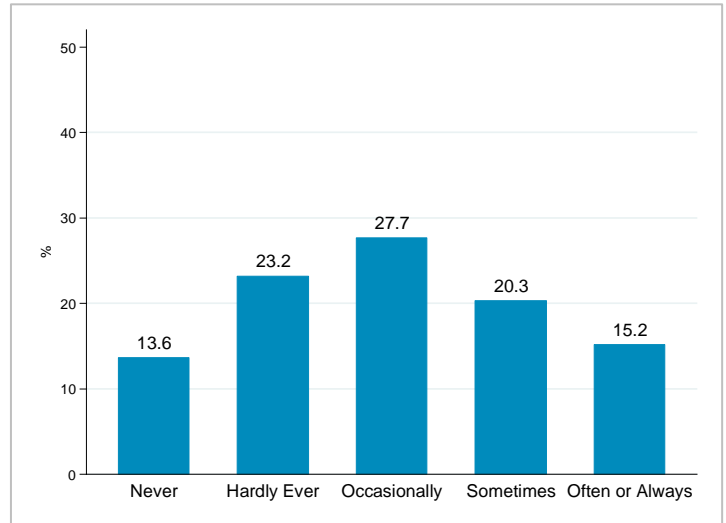


Figure 3.3.8
Percentage Reporting “Often or Always” Feeling Lonely by Sex, Grade, and Region, 2023 OSDUHS

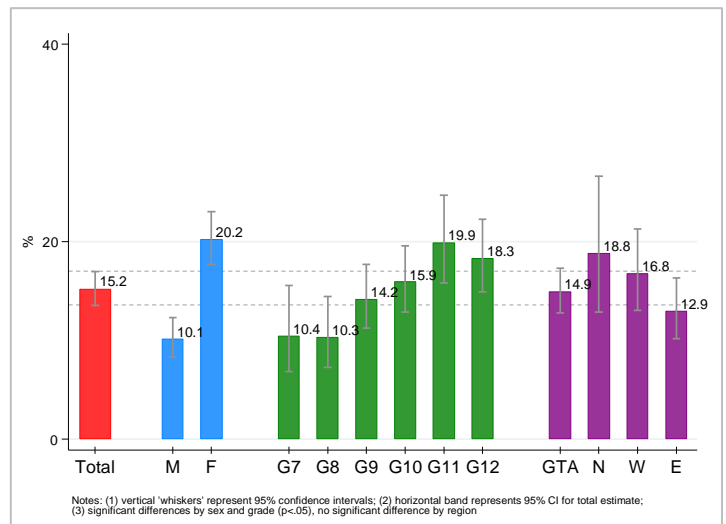


Table 3.3.4 Percentage Reporting “Often or Always” Feeling Lonely, 2021–2023 OSDUHS

	(n=)	2021 (1118)	2023 (5091)
Total (95% CI)		18.2 (11.9-26.7)	15.2 (13.6-17.0)
Sex			
Males		14.4 (6.2-29.8)	10.1 (8.3-12.3)
Females		21.6 (14.8-30.2)	20.2 (17.7-23.0)
Grade			
7		†	10.4 (6.8-15.6)
8		†	10.3 (7.3-14.4)
9		22.6 (12.4-37.7)	14.2 (11.2-17.7)
10		20.8 (12.0-33.6)	15.9 (12.9-19.6)
11		†	19.9 (15.8-24.7)
12		†	18.3 (14.9-22.3)
Region			
Greater Toronto Area		†	14.9 (12.8-17.3)
North		†	18.8 (12.8-26.6)
West		†	16.8 (13.0-21.3)
East		17.3 (12.4-23.7)	12.9 (10.2-16.3)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021.

Q: “How often do you feel lonely?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.5 Psychological Distress

(Figures 3.3.9–3.3.14; Tables 3.3.5-3.3.7)

Starting in 2013,⁴ the OSDUHS included the *Kessler 6-Item Psychological Distress Scale (K6)*,⁵ which is a 6-item screening instrument designed to detect nonspecific psychological distress (symptoms of anxiety and depression). Each of the six items in the K6 begins with the wording “*In the last 4 weeks, about how often did you...*” The following symptoms comprise the K6:

- *feel nervous*
- *feel hopeless*
- *feel restless or fidgety*
- *feel so depressed (sad) that nothing could cheer you up*
- *feel that everything was an effort, and*
- *feel worthless.*

Response categories ranged from *None of the time* to *All of the time*. A cut-off score of eight or higher (of 24) was used to estimate the percentage experiencing a moderate-to-serious level of psychological distress (henceforth, called moderate psychological distress). A cut-off score of 13 or higher was used to estimate the percentage experiencing serious psychological distress.

2023 (Grades 7–12):

- The three most common K6 symptoms experienced by students are feeling restless or fidgety (34.4%), feeling nervous (31.6%), and feeling that everything was an effort (25.5%).

- Just over half (51.4%) of students meet the criteria for moderate psychological distress during the past month. Just over one-quarter (27.4%) meet the criteria for serious psychological distress.
- Females are significantly more likely than males to indicate moderate psychological distress (67.8% vs. 35.7%, respectively), and serious distress (40.5% vs. 14.8%, respectively).
- Psychological distress significantly increases with grade level, peaking in grades 11 and 12.
- There is no significant regional variation.

2013–2023 (Grades 7–12):

- While the percentage of students indicating moderate psychological distress increased numerically between 2021 and 2023 (from 46.8% to 51.4%), this increase was not statistically significant. However, the current estimate is significantly higher than all other estimates from 2013 to 2019. All subgroups show a significant increase since 2013, the first year of monitoring.
- The percentage indicating serious psychological distress remained stable between 2021 (25.5%) and 2023 (27.4%). However, the current estimate is significantly higher than all other estimates from 2013 to 2019. All subgroups show a significant increase since 2013, the first year of monitoring.

⁴ Between 1999 and 2011, the 12-item version of the *General Health Questionnaire (GHQ12)* was used to measure psychological distress. For various reasons (including a simpler response scale and one measuring absolute level rather than relative change), the OSDUHS transitioned to the Kessler 10-item scale (K10) to measure psychological distress in 2013. In 2015, the shorter Kessler 6-item scale (K6) was used because of its brevity. Note that the K6 is an abbreviated version of the K10.

⁵ Kessler, R. C., Barker, P. R., Colpe, L. J., Epstein, J. F., Gfroerer, J. C., Hiripi, E., Howes, M. J., Normand, S.-L. T., Manderscheid, R. W., Walters, E. E., & Zaslavsky, A. M. (2003). Screening for serious mental illness in the general population. *Archives of General Psychiatry*, 60(2), 184-189. <https://doi.org/10.1001/archpsyc.60.2.184>

Figure 3.3.9
Kessler-6 (K6) Scale Symptoms of Psychological Distress Experienced “Most of the Time” or “All of the Time” in the Past Month, 2023 OSDUHS (Grades 7–12)

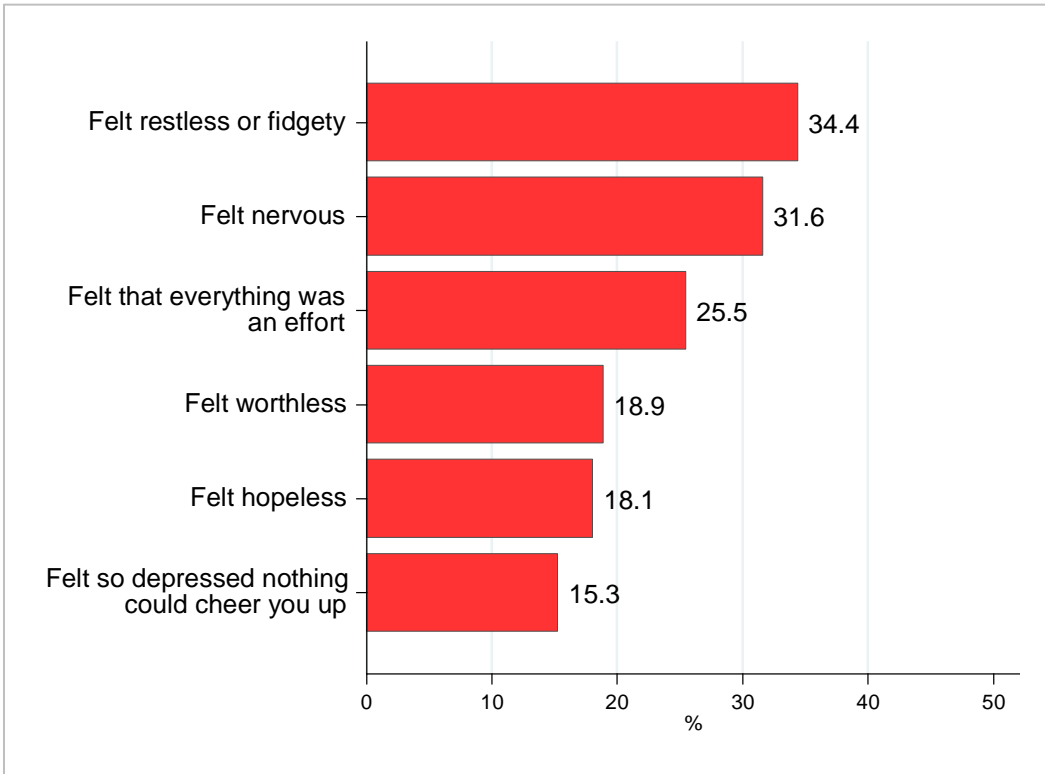


Figure 3.3.10
Kessler-6 (K6) Scale Symptoms of Psychological Distress Experienced “Most of the Time” or “All of the Time” in the Past Month by Sex, 2023 OSDUHS (Grades 7–12)

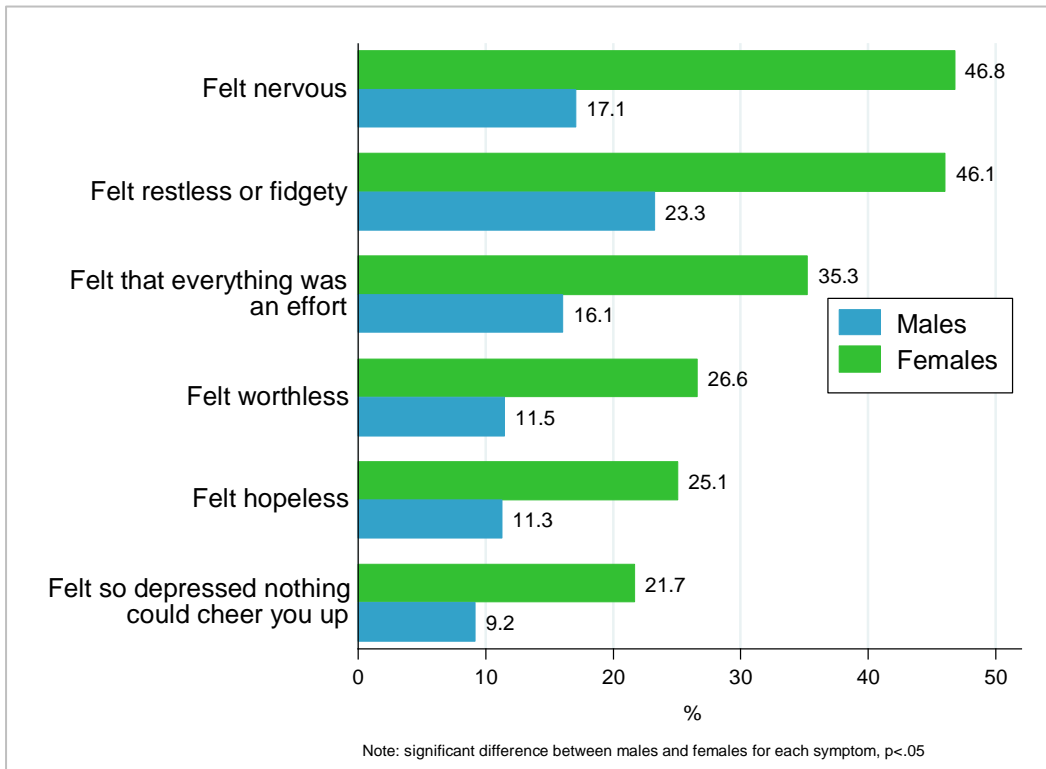


Figure 3.3.11
 Percentage Indicating Moderate-to-Serious Psychological Distress (K6 Scale 8+) in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

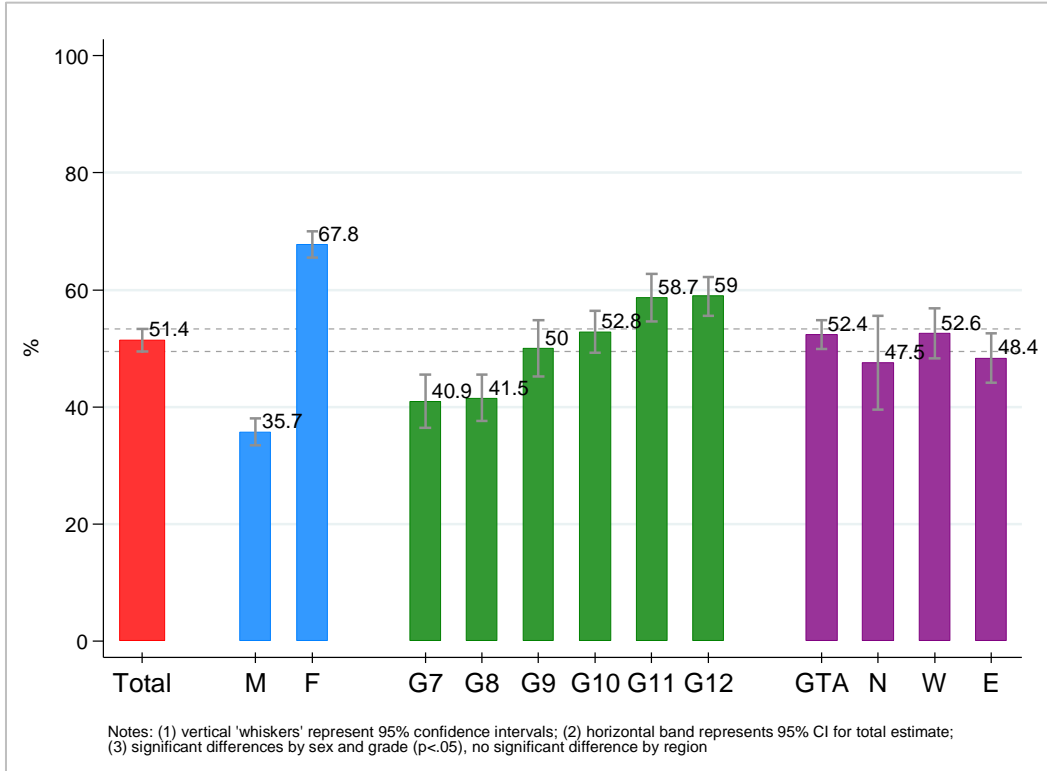


Figure 3.3.12
 Percentage Indicating Serious Psychological Distress (K6 Scale 13+) in the Past Month by Sex, Grade, and Region, 2023 OSDUHS

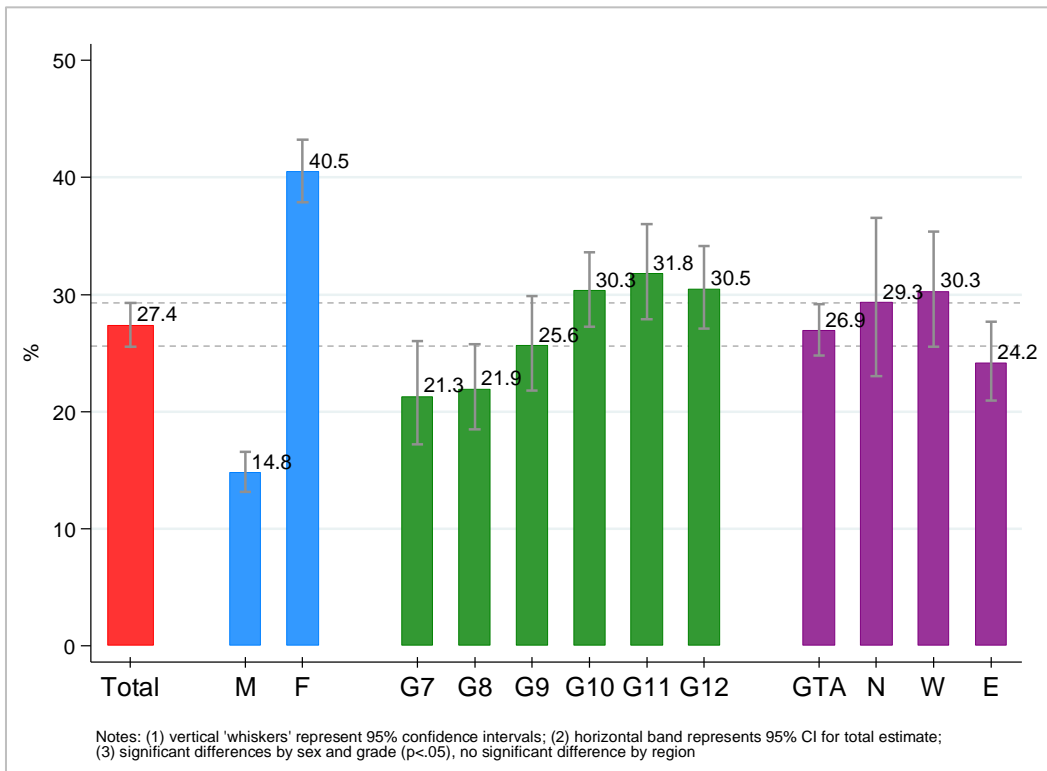


Figure 3.3.13
 Percentage Indicating Moderate-to-Serious Psychological Distress in the Past Month, 2013–2023 OSDUHS

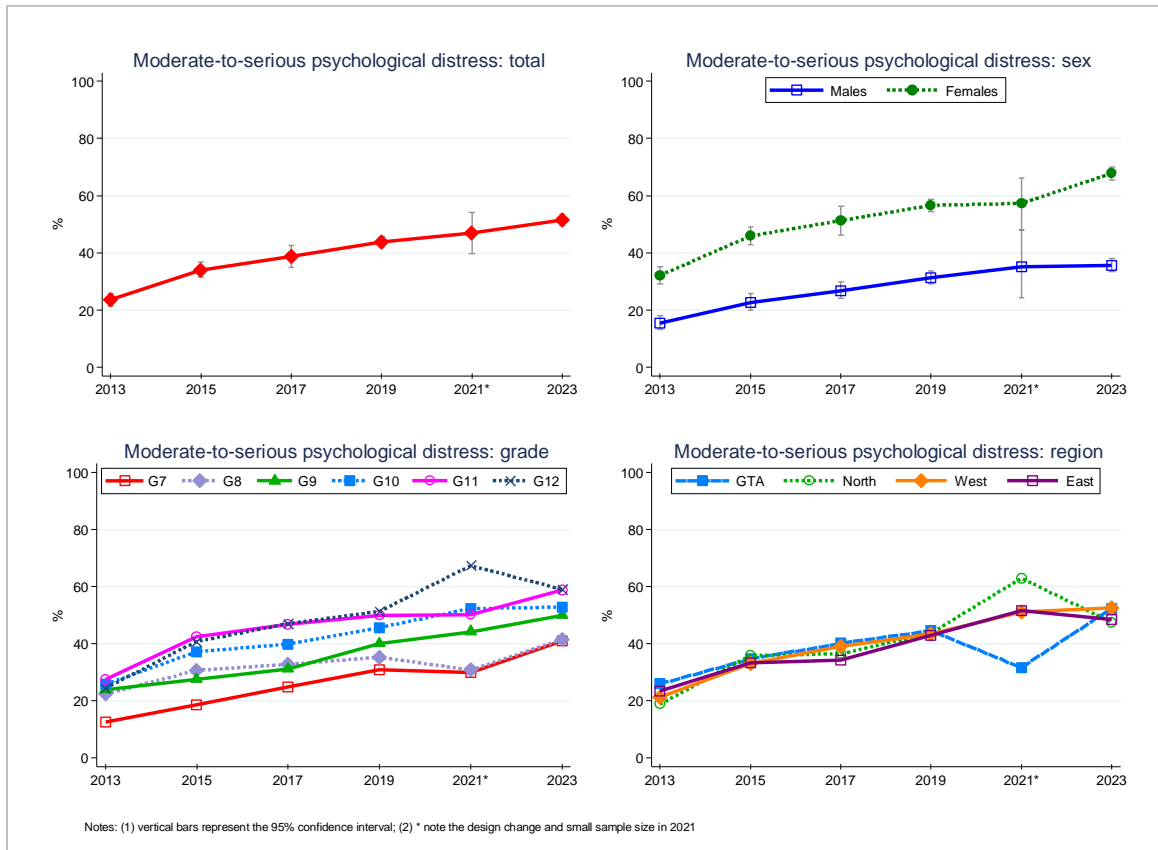


Figure 3.3.14
 Percentage Indicating Serious Psychological Distress in the Past Month, 2013–2023 OSDUHS

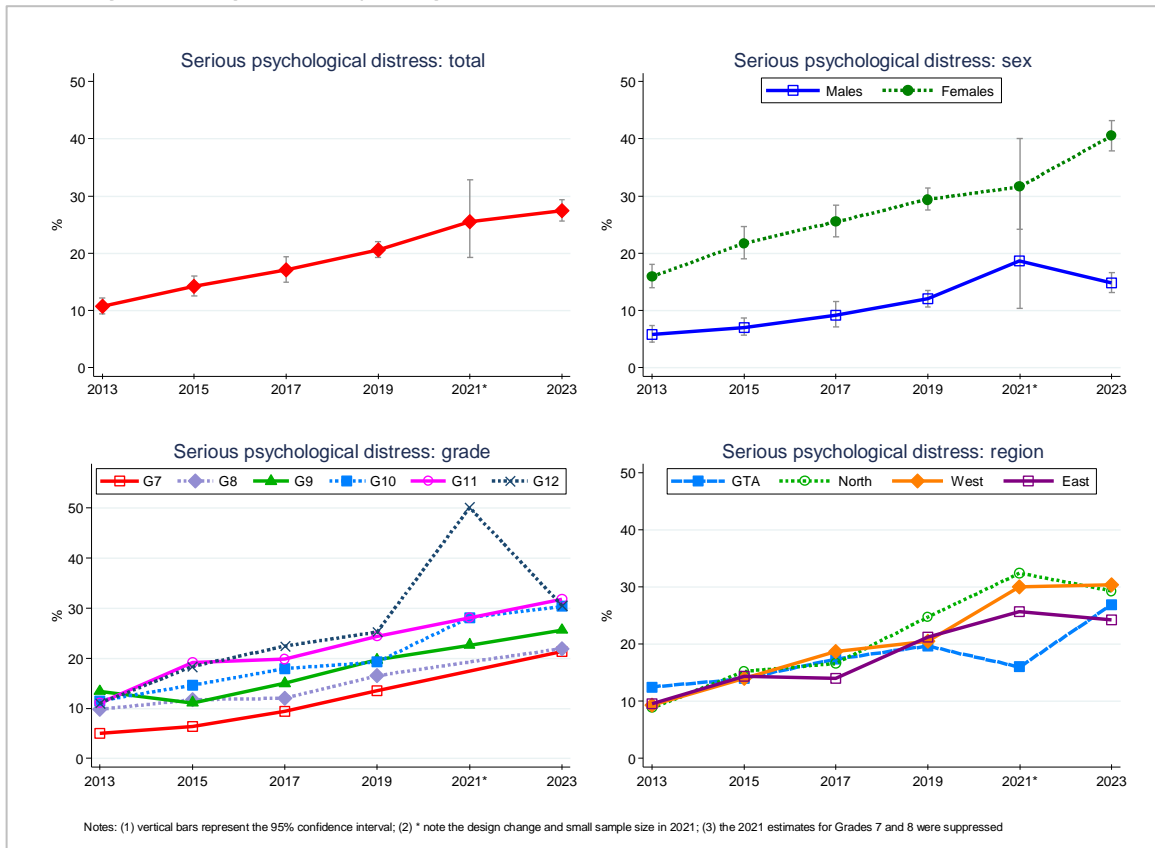


Table 3.3.5 Percentage Reporting Symptoms on the *Kessler Psychological Distress Scale (K6)*, 2013–2023 OSDUHS (Grades 7–12)

	2013	2015	2017	2019	2021	2023
	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
K6 Symptom						
1. Felt nervous	10.5	15.0	20.6	21.9	28.2	31.6 ^{bc}
2. Felt hopeless	8.0	8.3	11.6	13.1	17.3	18.1 ^{bc}
3. Felt restless or fidgety	11.6	16.6	19.9	22.1	37.0	34.4 ^{bc}
4. Felt so depressed (sad) nothing could cheer you up	6.2	8.6	11.5	13.3	14.3	15.3 ^c
5. Felt that everything was an effort	12.9	17.2	17.7	21.4	28.0	25.5 ^{bc}
6. Felt worthless	9.2	10.1	12.0	14.6	18.3	18.9 ^{bc}

Notes: (1) entries show the percentage who experienced the symptom “most of the time” or “all of the time” in the past 4 weeks; (2) n=total number of students surveyed; (3) asked of a random half sample in each year; (4) note the design change and small sample size in 2021; (5) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2013 significant difference, p<.01.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.3.6 Percentage Indicating Moderate-to-Serious Psychological Distress (8+ on the K6 Scale), 2013–2023 OSDUHS

	2013	2015	2017	2019	2021	2023
(n=)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	23.5 (21.4-25.8)	34.0 (31.5-36.7)	38.7 (34.9-42.6)	43.8 (41.9-45.7)	46.8 (39.8-54.0)	51.4 ^{bcde} (49.5-53.3)
Sex						
Males	15.5 (13.3-18.0)	22.7 (19.9-25.8)	26.8 (24.0-29.8)	31.4 (29.2-33.7)	35.2 (24.2-48.1)	35.7 ^{bc} (33.4-38.0)
Females	32.1 (29.2-35.2)	45.9 (42.9-49.0)	51.3 (46.1-56.4)	56.6 (54.4-58.8)	57.3 (47.9-66.2)	67.8 ^{bc} (65.5-70.0)
Grade						
7	12.6 (9.3-16.8)	18.7 (14.0-24.5)	24.9 (20.8-29.5)	31.0 (27.0-35.3)	30.0 (16.0-49.0)	40.9 ^{bc} (36.5-45.5)
8	22.4 (17.8-27.8)	30.7 (24.6-37.5)	32.8 (28.5-37.4)	35.3 (31.2-39.6)	30.8 (18.3-46.8)	41.5 ^c (37.6-45.5)
9	24.0 (20.3-28.2)	27.6 (23.4-32.2)	31.2 (25.1-38.0)	40.1 (36.5-43.7)	44.2 (30.1-59.3)	50.0 ^{bc} (45.2-54.8)
10	25.8 (21.2-30.9)	37.2 (33.1-41.4)	39.9 (33.5-46.7)	45.6 (42.2-49.1)	52.3 (36.4-67.7)	52.8 ^{bc} (49.2-56.4)
11	27.5 (22.5-33.1)	42.4 (37.4-47.5)	46.8 (37.9-56.0)	50.0 (46.2-53.8)	50.1 (35.9-64.3)	58.7 ^{bc} (54.6-62.7)
12	24.4 (19.6-30.0)	40.8 (36.5-45.3)	47.0 (41.2-52.7)	51.3 (47.5-55.0)	67.3 (48.8-81.6)	59.0 ^{bc} (55.6-62.2)
Region						
Greater Toronto Area	26.0 (22.9-29.4)	34.7 (30.9-38.8)	40.2 (34.4-46.3)	44.6 (42.2-47.0)	31.7 (20.6-45.5)	52.4 ^{abc} (50.0-54.8)
North	18.9 (14.6-24.2)	35.9 (31.8-40.2)	36.5 (32.0-41.3)	43.7 (37.0-50.7)	62.9 (50.4-73.9)	47.5 ^c (39.6-55.6)
West	21.2 (16.8-26.5)	33.0 (28.7-37.7)	39.2 (35.3-43.2)	43.3 (38.5-48.3)	51.1 (38.9-63.2)	52.6 ^{bc} (48.3-56.8)
East	23.4 (20.0-27.3)	33.2 (27.1-39.9)	34.3 (26.1-43.6)	42.9 (38.9-46.9)	51.6 (43.6-59.6)	48.4 ^c (44.1-52.6)

Notes: (1) “Moderate-to-Serious Psychological Distress” is defined as a score of 8 or higher out of 24 on the 6-item version of the *Kessler Psychological Distress Scale* (K6); (2) the reference period is the past 4 weeks; (3) n=total number of students surveyed; (4) asked of a random half sample in each year; (5) entries in brackets are 95% confidence intervals; (6) note the design change and small sample size in 2021; (7) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2013 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.3.7 Percentage Indicating Serious Psychological Distress (13+ on the K6 Scale), 2013–2023 OSDUHS

	2013	2015	2017	2019	2021	2023
(n=)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	10.7 (9.4-12.1)	14.2 (12.5-16.0)	17.1 (14.9-19.4)	20.6 (19.2-22.0)	25.5 (19.3-32.8)	27.4 ^{bcd} (25.6-29.3)
Sex						
Males	5.8 (4.5-7.4)	7.0 (5.7-8.7)	9.1 (7.1-11.6)	12.0 (10.6-13.5)	18.6 (10.3-31.3)	14.8 ^{bc} (13.1-16.6)
Females	15.9 (14.0-18.0)	21.7 (19.0-24.6)	25.5 (22.8-28.4)	29.4 (27.5-31.4)	31.6 (24.2-40.0)	40.5 ^{bc} (37.9-43.2)
Grade						
7	5.0 (3.0-8.2)	6.4 (4.0-10.1)	9.4 (7.1-12.3)	13.5 (10.6-17.1)	†	21.3 ^{bc} (17.2-26.0)
8	9.8 (6.8-14.0)	11.7 (7.4-18.2)	12.0 (9.2-15.6)	16.5 (13.3-20.2)	†	21.9 ^c (18.5-25.8)
9	13.4 (10.7-16.7)	11.1 (8.4-14.5)	15.0 (10.1-21.7)	19.6 (16.8-22.6)	22.6 (12.9-36.6)	25.6 ^{bc} (21.8-29.9)
10	11.5 (8.6-15.1)	14.6 (12.1-17.4)	17.9 (14.7-21.6)	19.2 (16.3-22.5)	28.1 (17.7-41.6)	30.3 ^{bc} (27.2-33.6)
11	11.0 (8.1-14.9)	19.1 (15.9-22.6)	19.8 (16.2-24.0)	24.3 (21.5-27.4)	28.0 (15.8-44.7)	31.8 ^{bc} (27.9-36.0)
12	11.0 (8.3-14.5)	18.3 (14.8-22.5)	22.4 (16.0-30.4)	25.2 (22.1-28.5)	50.0 (30.4-69.6)	30.5 ^c (27.1-34.1)
Region						
Greater Toronto Area	12.5 (10.3-15.0)	14.0 (12.0-16.3)	17.4 (14.1-21.4)	19.7 (17.9-21.5)	16.0 (9.0-26.6)	26.9 ^{bc} (24.8-29.2)
North	8.8 (6.3-12.0)	15.2 (12.7-18.0)	16.6 (13.6-20.1)	24.7 (18.9-31.5)	32.4 (19.7-48.3)	29.3 ^c (23.0-36.5)
West	9.3 (7.1-12.1)	14.0 (11.5-17.0)	18.7 (16.0-21.7)	20.5 (17.3-24.1)	30.0 (18.9-44.2)	30.3 ^{bc} (25.6-35.4)
East	9.6 (8.1-11.4)	14.4 (9.5-21.3)	14.0 (10.0-19.3)	21.2 (18.4-24.3)	25.7 (18.7-34.1)	24.2 ^c (21.0-27.7)

Notes: (1) “Serious Psychological Distress” is defined as a score of 13 or higher out of 24 on the 6-item version of the *Kessler Psychological Distress Scale* (K6); (2) the reference period is the past 4 weeks; (3) n=total number of students surveyed; (4) asked of a random half sample in each year; (5) entries in brackets are 95% confidence intervals; (6) †=estimate suppressed due to unreliability; (7) note the design change and small sample size in 2021; (8) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2013 significant difference, p<.01; ^d significant linear trend, p<.01.

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.6 Self-Harm

(Figures 3.3.15, 3.3.16; Table 3.3.8)

Starting in 2019, the OSDUHS included a question about self-harm. Students were asked “*In the last 12 months, have you done something on purpose to hurt yourself without wanting to die, such as cutting or burning yourself on purpose?*” The response options were Yes or No.

2023 (Grades 7–12):

- About one-in-six (18.7%) students report harming themselves on purpose in the past year.
- Females (27.6%) are about three times more likely than males (10.0%) to report harming themselves.
- Despite some variation, there are no significant differences among the grades.
- Despite some variation, there are no significant differences among the regions.

2019–2023 (Grades 7–12):

- Among the total sample, the percentage of students reporting self-harm in the past year remained stable between 2021 (20.0%) and 2023 (18.7%). However, the current estimate is significantly higher than in 2019 (14.9%), the first year of monitoring.
- Among the subgroups, females and students in the Greater Toronto Area show a significant increase in 2023 compared to their respective estimates from 2019.

Figure 3.3.15
Percentage Reporting Self-Harm in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

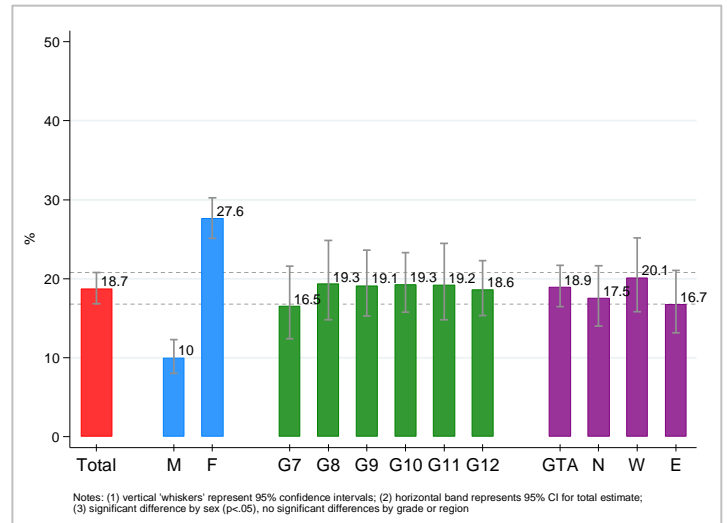


Figure 3.3.16
Percentage Reporting Self-Harm in the Past Year, 2019–2023 OSDUHS (Grades 7–12)

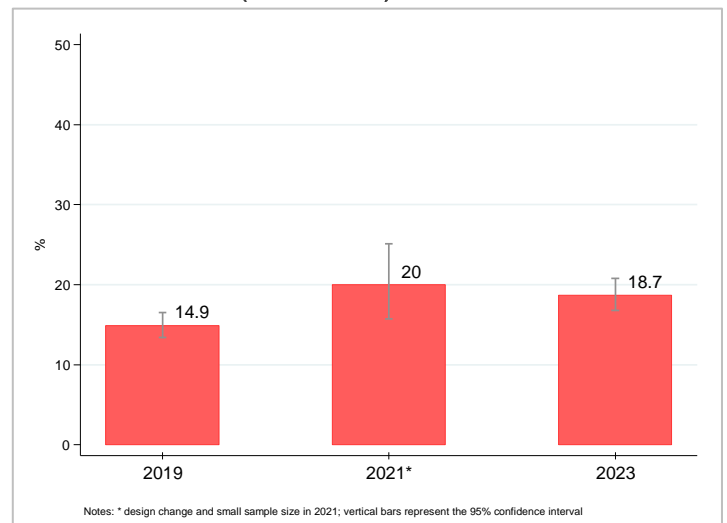


Table 3.3.8 Percentage Reporting Self-Harm in the Past Year, 2019–2023 OSDUHS

	2019	2021	2023
(n=)	(7617)	(1118)	(5091)
Total (95% CI)	14.9 (13.4-16.5)	20.0 (15.7-25.1)	18.7 ^{bd} (16.8-20.8)
Sex			
Males	7.9 (6.7-9.4)	14.9 (8.3-25.2)	10.0 (8.0-12.3)
Females	21.9 (19.7-24.4)	24.6 (18.1-32.4)	27.6 ^b (25.1-30.3)
Grade			
7	11.8 (9.4-14.7)	†	16.5 (12.4-21.6)
8	13.5 (10.6-16.9)	†	19.3 (14.8-24.8)
9	13.8 (11.1-17.2)	†	19.1 (15.3-23.6)
10	15.9 (13.2-19.1)	15.9 (8.3-28.1)	19.3 (15.8-23.3)
11	16.2 (13.3-19.5)	23.8 (13.2-39.1)	19.2 (14.8-24.5)
12	16.0 (12.7-19.9)	32.7 (17.1-53.4)	18.6 (15.4-22.3)
Region			
Greater Toronto Area	13.0 (11.5-14.7)	†	18.9 ^b (16.4-21.7)
North	17.9 (13.8-22.9)	11.7 (8.5-15.9)	17.5 (14.0-21.6)
West	16.3 (12.3-21.4)	28.0 (20.5-37.0)	20.1 (15.8-25.2)
East	15.4 (12.8-18.4)	16.3 (11.7-22.1)	16.7 (13.1-21.0)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: “In the last 12 months, have you done something on purpose to hurt yourself without wanting to die, such as cutting or burning yourself on purpose?” (Percentage responding “Yes” is shown.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.7 Suicidal Ideation and Suicide Attempt

(Figures 3.3.17–3.3.19; Tables 3.3.9, 3.3.10)

Starting in 2001, the OSDUHS included a question about suicidal ideation. Specifically, a random half sample of students were asked “*In the last 12 months, did you ever seriously consider attempting suicide?*” Starting in 2007, students were also asked about attempts using the question “*In the last 12 months, did you actually attempt suicide?*” The response options to both questions were *Yes* or *No*.

2023 (Grades 7–12):

- About one-in-six (17.7%) students report that they had seriously contemplated suicide in the past year. An estimated 4.7% of students report attempting suicide in the past year.
- Females are twice as likely as males to report suicidal ideation (24.6% vs. 10.7%, respectively), as well as a suicide attempt (6.5% vs. 2.9%, respectively).
- Suicidal ideation significantly increases with grade level, from 13.9% of 7th graders to over one-fifth of 11th and 12th graders. There are no significant grade differences in reports of a suicide attempt.
- Neither of the two indicators significantly differs by region.

Figure 3.3.17
Percentage Reporting Suicidal Ideation in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

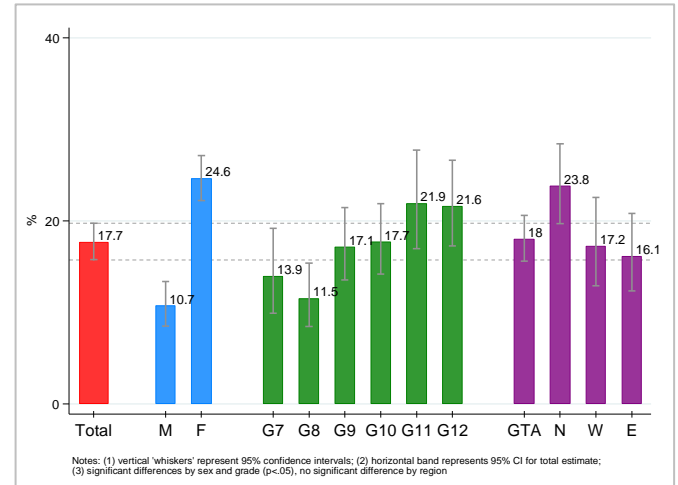
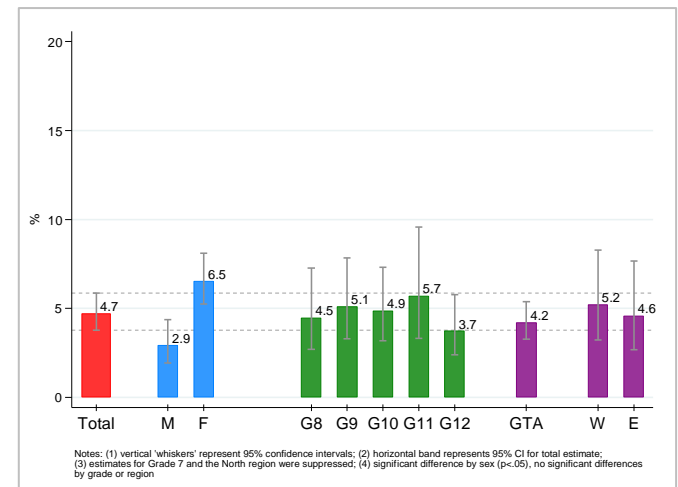


Figure 3.3.18
Percentage Reporting a Suicide Attempt in the Past Year by Sex, Grade, and Region, 2023 OSDUHS



2001–2023 (Grades 7–12):

- The percentage of students who report contemplating suicide in the past year has remained stable since 2019, at about 16%-18%. However, the current estimate is significantly higher than the estimates seen between 2001 and 2017.
- Among the subgroups, females and students in the North region show a significant increase since 2001, the first year of monitoring.

- The percentage of students reporting a suicide attempt in the past year has remained relatively stable since 2007 (the first year of monitoring), fluctuating between 3% and 5%.
- No subgroup shows a significant change in reported suicide attempt.

Figure 3.3.19
Percentage Reporting Suicidal Ideation in the Past Year, 2001–2023 OSDUHS

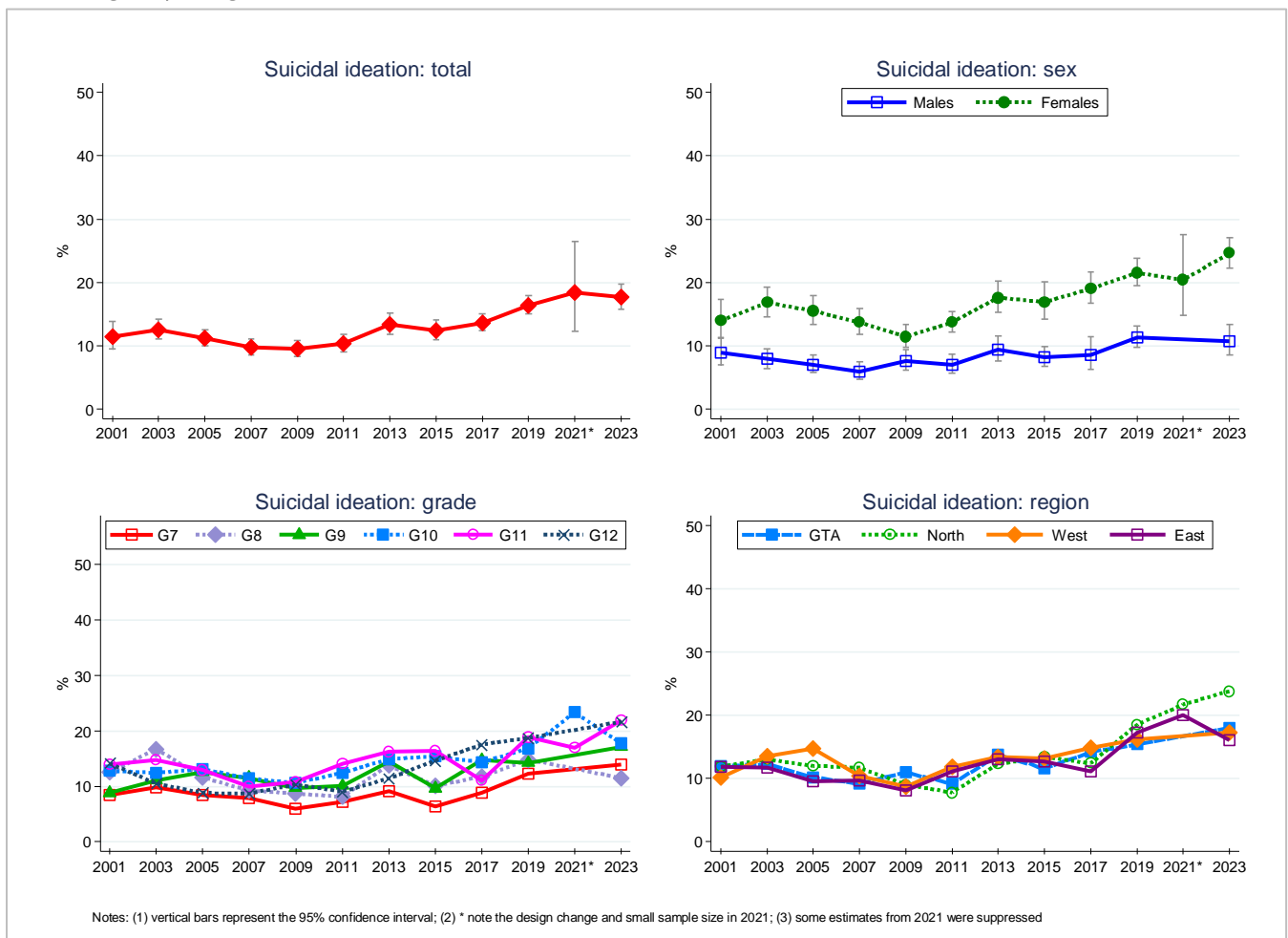


Table 3.3.9 Percentage Reporting Suicidal Ideation in the Past Year, 2001–2023 OSDUHS

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(2061)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	11.4 (9.5-13.8)	12.5 (11.1-14.2)	11.2 (10.0-12.5)	9.8 (8.6-11.1)	9.5 (8.3-10.8)	10.3 (9.0-11.8)	13.4 (11.8-15.1)	12.4 (10.9-14.1)	13.6 (12.4-15.0)	16.4 (15.0-17.9)	18.4 (12.3-26.5)	17.7 (15.8-19.7)
Sex												
Males	8.9 (7.0-11.3)	7.9 (6.4-9.5)	7.0 (5.8-8.5)	5.9 (4.7-7.5)	7.6 (6.1-9.4)	7.0 (5.7-8.7)	9.4 (7.6-11.6)	8.2 (6.8-9.9)	8.5 (6.3-11.4)	11.3 (9.8-13.1)	†	10.7 (8.5-13.4)
Females	14.0 (11.2-17.3)	16.8 (14.6-19.2)	15.5 (13.4-17.9)	13.7 (11.8-15.9)	11.4 (9.7-13.4)	13.7 (12.1-15.4)	17.6 (15.3-20.2)	16.9 (14.2-20.1)	19.0 (16.7-21.6)	21.5 (19.5-23.8)	20.4 (14.8-27.5)	24.6 (22.2-27.1)
Grade												
7	8.4 (5.7-12.2)	9.8 (6.7-14.0)	8.4 (5.7-12.1)	7.9 (5.5-11.3)	5.9 (3.9-8.9)	7.2 (4.7-10.7)	9.1 (6.2-13.0)	6.4 (3.7-10.8)	8.9 (6.7-11.8)	12.2 (9.9-15.0)	†	13.9 (9.9-19.2)
8	12.5 (8.2-18.6)	16.7 (11.1-24.3)	11.6 (8.7-15.2)	9.2 (6.6-12.8)	8.7 (6.1-12.3)	8.1 (5.4-11.9)	13.8 (10.2-18.6)	10.1 (6.5-15.4)	11.7 (8.6-15.8)	14.8 (11.6-18.6)	†	11.5 (8.5-15.4)
9	8.8 (4.9-15.3)	11.1 (8.9-13.9)	12.6 (10.2-15.4)	11.5 (8.7-15.2)	9.7 (6.9-13.4)	10.1 (7.6-13.3)	14.5 (11.2-18.6)	9.6 (7.3-12.6)	14.7 (11.0-19.2)	14.2 (11.3-17.7)	†	17.1 (13.5-21.5)
10	12.8 (9.5-17.0)	12.4 (9.1-16.8)	13.1 (9.8-17.3)	11.4 (8.9-14.5)	10.6 (8.8-12.8)	12.4 (9.0-16.7)	14.9 (11.2-19.6)	15.4 (12.8-18.4)	14.3 (12.0-16.9)	16.8 (14.5-19.4)	23.3 (13.9-36.4)	17.7 (14.2-21.9)
11	13.9 (9.8-19.4)	14.8 (11.4-18.9)	12.9 (10.5-15.8)	10.0 (7.8-12.6)	10.7 (8.3-13.7)	14.0 (11.4-17.2)	16.2 (12.8-20.3)	16.4 (13.0-20.4)	11.0 (6.8-17.2)	18.9 (16.4-21.7)	17.0 (9.1-29.7)	21.9 (17.0-27.8)
12	14.1 (9.4-20.5)	10.5 (8.1-13.4)	8.8 (6.6-11.5)	8.7 (6.3-11.8)	10.3 (8.0-13.1)	9.0 (6.2-12.8)	11.4 (8.5-15.0)	14.6 (11.6-18.1)	17.5 (14.1-21.5)	18.7 (15.3-22.5)	†	21.6 (17.3-26)
Region												
GTA	12.0 (8.7-16.2)	12.3 (9.8-15.3)	10.2 (8.2-12.7)	9.2 (7.6-11.1)	11.0 (8.8-13.7)	9.2 (7.7-11.1)	13.8 (11.1-16.9)	11.6 (9.9-13.6)	14.2 (12.9-15.6)	15.4 (13.9-17.1)	†	18.0 (15.6-20.6)
North	11.9 (9.5-14.8)	13.0 (10.2-16.4)	12.0 (10.0-14.3)	11.7 (8.4-15.9)	9.0 (5.4-14.7)	7.8 (5.8-10.5)	12.3 (8.1-18.2)	13.4 (9.8-18.0)	12.4 (9.9-15.3)	18.5 (14.8-22.8)	21.7 (12.4-35.2)	23.8 (19.7-28.4)
West	10.1 (7.1-14.2)	13.5 (10.5-17.2)	14.7 (12.6-17.0)	10.4 (8.1-13.3)	8.7 (6.6-11.4)	11.8 (9.1-15.3)	13.4 (10.8-16.4)	13.2 (11.2-15.6)	14.8 (11.9-18.3)	16.2 (12.6-20.6)	†	17.2 (12.9-22.6)
East	11.9 (7.9-17.6)	11.7 (9.7-14.1)	9.6 (7.6-12.1)	9.7 (7.2-13.0)	8.1 (6.4-10.0)	11.1 (8.9-13.7)	13.1 (10.4-16.4)	12.7 (8.3-18.9)	11.1 (7.7-15.8)	17.3 (14.7-20.3)	20.0 (14.1-27.5)	16.1 (12.4-20.8)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) note the design change and small sample size in 2021; (6) †=estimate suppressed due to unreliability; (7) no significant differences, 2023 vs. 2021 or 2023 vs. 2019; ° 2023 vs. 2001 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “During the last 12 months, did you ever seriously consider attempting suicide?” (Percentage responding “Yes” is shown.)

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.3.10 Percentage Reporting a Suicide Attempt in the Past Year, 2007–2023 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	3.3 (2.6-4.2)	2.8 (2.2-3.4)	2.8 (2.1-3.6)	3.5 (2.8-4.3)	3.0 (2.2-3.9)	3.9 (3.0-4.9)	4.8 (3.9-5.8)	†	4.7 (3.8-5.9)
Sex									
Males	1.8 (1.2-2.6)	2.5 (1.7-3.6)	1.6 (1.0-2.6)	2.0 (1.4-3.0)	1.5 (1.0-2.4)	2.5 (1.8-3.5)	2.9 (2.2-3.9)	†	2.9 (1.9-4.4)
Females	4.9 (3.8-6.4)	3.1 (2.3-4.1)	4.0 (2.9-5.3)	5.0 (3.8-6.5)	4.5 (3.1-6.4)	5.3 (3.7-7.6)	6.7 (5.1-8.7)	†	6.5 (5.2-8.1)
Grade									
7	2.7 (1.4-5.1)	†	†	†	†	†	4.4 (3.1-6.2)	†	†
8	3.0 (1.8-5.1)	2.5 (1.4-4.6)	†	2.6 (1.6-4.2)	†	2.9 (1.6-5.2)	5.1 (3.7-7.1)	†	4.5 (2.7-7.3)
9	3.2 (2.0-5.0)	3.4 (2.0-5.8)	2.5 (1.3-4.7)	4.2 (2.5-6.9)	1.9 (1.1-3.3)	4.4 (2.8-6.8)	3.7 (2.4-5.6)	†	5.1 (3.3-7.8)
10	5.5 (3.7-8.2)	2.6 (1.6-4.0)	3.7 (2.2-6.3)	4.0 (2.3-6.9)	3.0 (1.9-4.7)	4.9 (3.3-7.2)	4.9 (3.5-6.7)	†	4.9 (3.2-7.3)
11	3.1 (2.0-4.7)	3.1 (2.0-4.8)	2.3 (1.2-4.4)	4.3 (2.7-6.6)	5.3 (3.3-8.5)	1.9 (1.1-3.2)	4.9 (3.4-7.1)	†	5.7 (3.3-9.6)
12	2.5 (1.4-4.6)	3.4 (1.7-6.4)	3.8 (2.1-6.5)	2.8 (1.6-4.9)	2.5 (1.3-4.8)	5.4 (3.1-9.1)	5.5 (3.2-9.2)	†	3.7 (2.4-5.8)
Region									
GTA	3.3 (2.1-5.2)	2.4 (1.6-3.7)	1.9 (1.2-2.9)	3.1 (2.3-4.1)	2.4 (1.6-3.5)	4.0 (2.8-5.7)	3.5 (2.8-4.3)	†	4.2 (3.3-5.4)
North	3.8 (2.2-6.3)	†	†	4.7 (2.6-8.4)	3.5 (2.5-4.7)	4.9 (3.2-7.5)	5.7 (3.3-9.7)	†	†
West	3.0 (1.9-4.6)	2.1 (1.3-3.4)	3.8 (2.8-5.2)	3.5 (2.1-5.9)	4.1 (2.5-6.6)	3.9 (2.6-5.9)	5.4 (3.0-9.6)	†	5.2 (3.2-8.3)
East	3.6 (2.5-5.2)	4.6 (3.2-6.5)	3.5 (2.2-5.7)	3.6 (2.7-4.9)	†	3.1 (1.7-5.6)	5.8 (4.5-7.3)	†	4.6 (2.7-7.7)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) note the design change and small sample size in 2021; (6) †=estimate suppressed due to unreliability; (7) no significant changes over time.

Q: "During the last 12 months, did you actually attempt suicide?" (Percentage responding "Yes" is shown.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.8 Climate Anxiety

(Figures 3.3.20-3.3.23; Tables 3.3.11, 3.3.12)

Starting in 2021, the OSDUHS included two questions about climate change. One question asked “How worried are you about climate change?” Here we describe the percentage of students who are “very worried” or “extremely worried” about climate change. The second question asked “How much do you agree or disagree with the following statement: I feel depressed (sad) about the future because of climate change.” Here we describe the percentage that “somewhat agree” or “strongly agree” with the statement.

2023 (Grades 7–12):

- About one-in-six (17.5%) students are worried about climate change. Females (21.7%) are significantly more likely than males (13.2%) to be worried about climate change. Older students are more likely than younger students to be worried about climate change. There are no significant regional differences.
- Just under half (44.5%) of students report feeling depressed about the future because of climate change. Females (50.5%) are significantly more likely than males (38.4%) to feel depressed about the future because of climate change. There are no significant differences by grade level or region.

2023 vs. 2021 (Grades 7–12):

- Despite a numerical decrease, the percentage of students who are very or extremely worried about climate change remained stable between 2021 (23.6%) and 2023 (17.5%).
- Despite a numerical decrease, the percentage of students who report being depressed about the future because of climate change remained stable between 2021 (50.3%) and 2023 (44.5%).

Figure 3.3.20
Percentage Reporting How Worried They Are About Climate Change, 2023 OSDUHS (Grades 7–12)

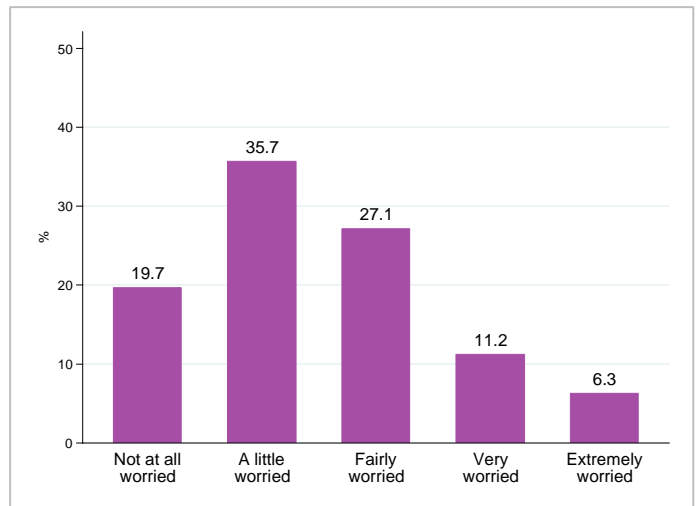


Figure 3.3.21
Percentage Reporting Agreement or Disagreement with the Statement: “I feel depressed (sad) about the future because of climate change,” 2023 OSDUHS (Grades 7–12)

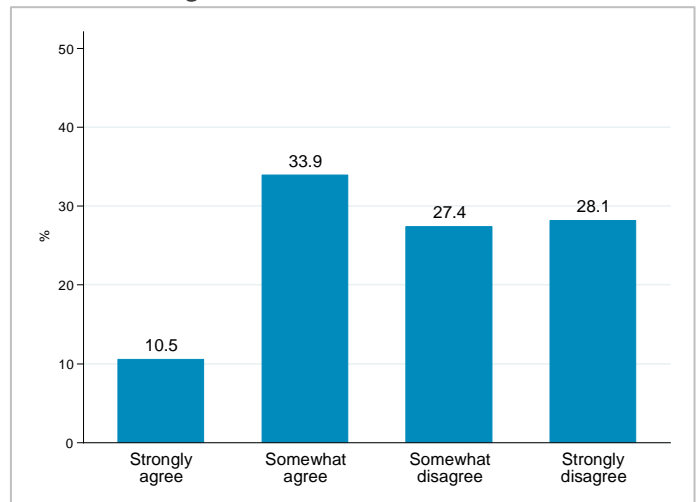


Figure 3.3.22
 Percentage Reporting They Are Very Worried or Extremely Worried About Climate Change by Sex, Grade, and Region, 2023 OSDUHS

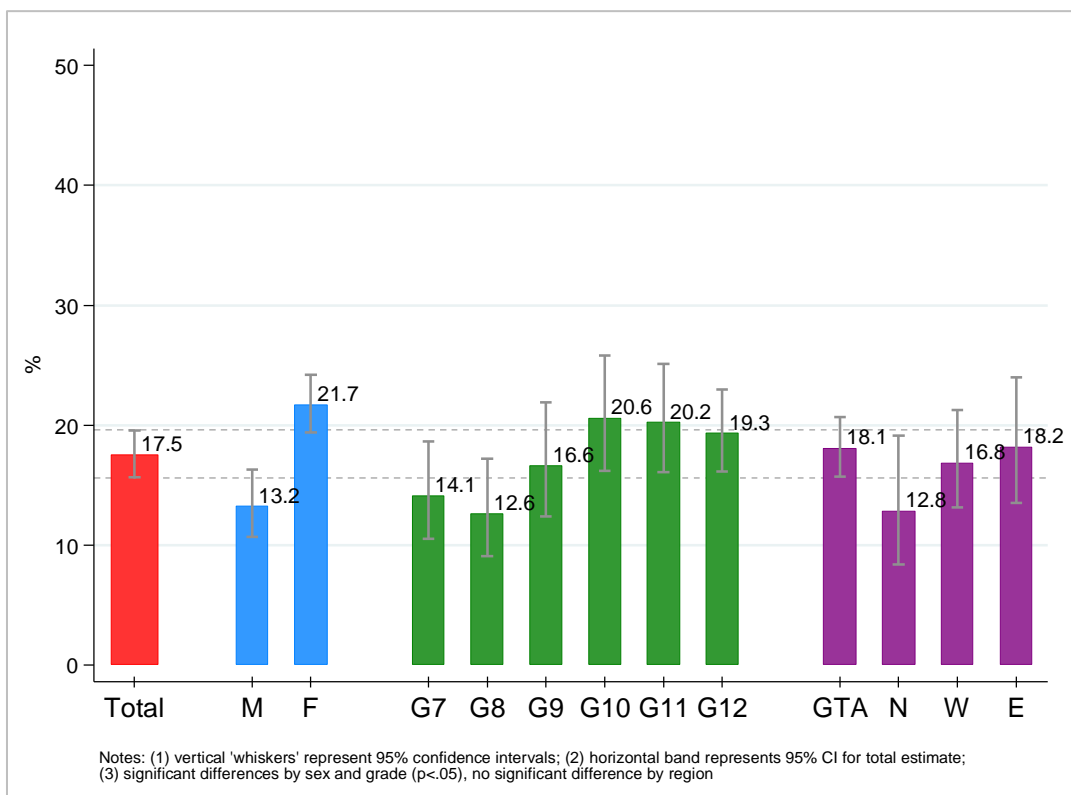


Figure 3.3.23
 Percentage Reporting Feeling Depressed About the Future Because of Climate Change by Sex, Grade, and Region, 2023 OSDUHS

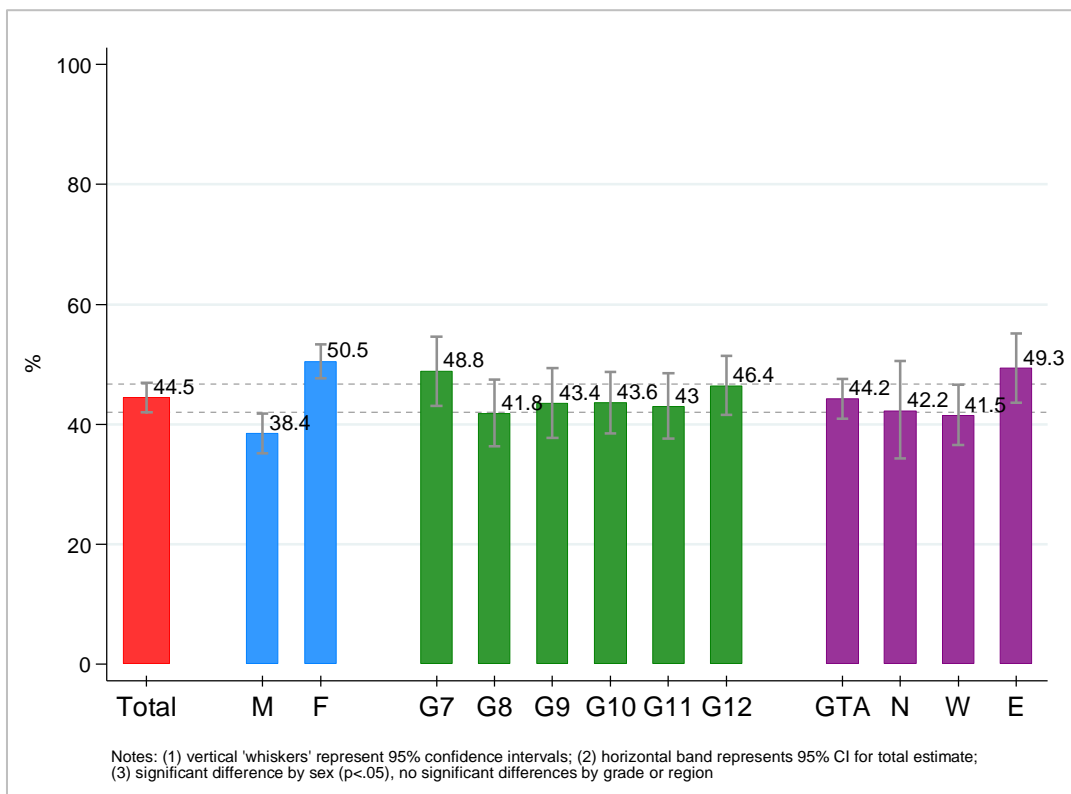


Table 3.3.11 Percentage Reporting They are Very Worried or Extremely Worried About Climate Change, 2021–2023 OSDUHS

	2021	2023
(n=)	(1118)	(5091)
Total (95% CI)	23.6 (18.2-30.1)	17.5 (15.6-19.6)
Sex		
Males	18.8 (11.6-28.9)	13.2 (10.7-16.3)
Females	28.0 (21.5-35.6)	21.7 (19.4-24.2)
Grade		
7	22.5 (11.4-39.6)	14.1 (10.5-18.6)
8	11.2 (5.9-20.1)	12.6 (9.1-17.2)
9	29.1 (20.6-39.4)	16.6 (12.4-21.9)
10	13.9 (8.2-22.5)	20.6 (16.2-25.8)
11	32.9 (19.1-50.6)	20.2 (16.1-25.2)
12	29.9 (15.4-49.9)	19.3 (16.2-23.0)
Region		
Greater Toronto Area	20.8 (12.0-33.5)	18.1 (15.7-20.7)
North	22.9 (14.8-33.5)	12.8 (8.4-19.1)
West	27.2 (17.6-39.5)	16.8 (13.2-21.3)
East	20.3 (14.2-28.2)	18.2 (13.5-24.0)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021.

Q: "How worried are you about climate change?" The percentages shown reflect the responses "very worried" or "extremely worried."

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.3.12 Percentage Reporting Feeling Depressed About the Future Because of Climate Change, 2021–2023 OSDUHS

	2021	2023
(n=)	(1118)	(5091)
Total (95% CI)	50.3 (43.2-57.4)	44.5 (42.0-46.9)
Sex		
Males	45.8 (34.5-57.5)	38.4 (35.1-41.8)
Females	54.4 (45.7-62.8)	50.5 (47.6-53.3)
Grade		
7	41.7 (24.0-61.8)	48.8 (43.1-54.6)
8	35.3 (24.1-48.4)	41.8 (36.3-47.5)
9	66.6 (55.2-76.4)	43.4 (37.7-49.3)
10	40.4 (24.7-58.4)	43.6 (38.5-48.8)
11	47.7 (32.0-63.8)	43.0 (37.6-48.5)
12	68.6 (49.2-83.2)	46.4 (41.5-51.4)
Region		
Greater Toronto Area	46.2 (31.8-61.2)	44.2 (41.0-47.6)
North	50.3 (37.2-63.2)	42.2 (34.3-50.5)
West	50.5 (38.9-62.1)	41.5 (36.6-46.6)
East	54.7 (44.2-64.8)	49.3 (43.6-55.1)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021.

Q: "How much do you agree or disagree with the following statement: I feel depressed (sad) about the future because of climate change." The percentages shown reflect the responses "somewhat agree" or "strongly agree."

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.9 COVID-19 Pandemic & Mental Health (Figure 3.3.24)

Starting in 2021, the OSDUHS asked students how much the COVID-19 pandemic affected their mental health. The question asked was “How much do you think the COVID-19 pandemic has negatively affected your mental health?” Here we present the percentage that responded “Very much” or “Extremely.”

2023 (Grades 7–12):

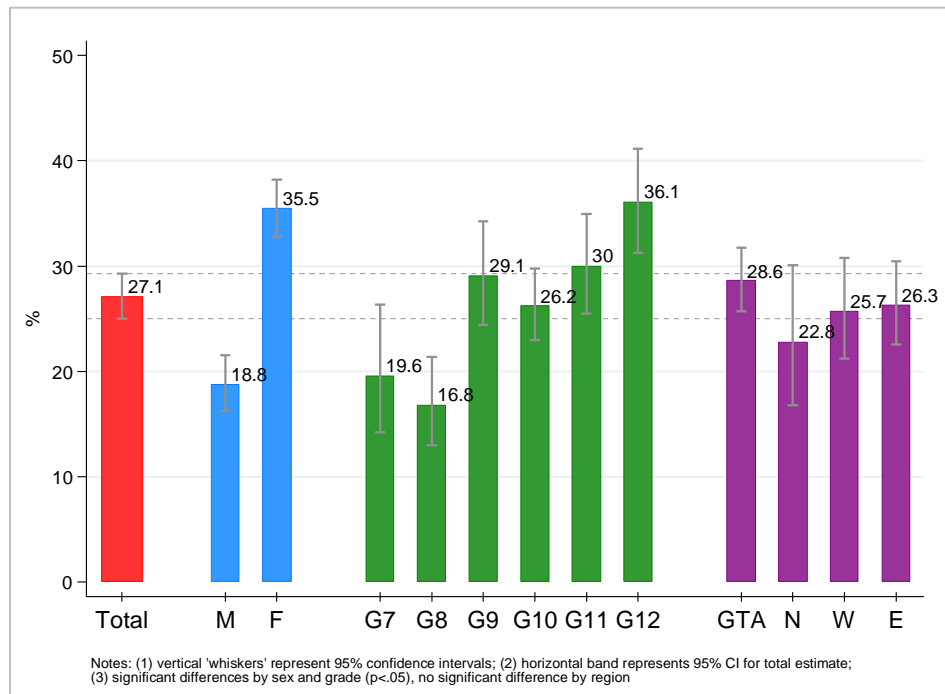
- Over one-quarter (27.1%) of students report that the COVID-19 pandemic negatively affected their mental health “very much” or “extremely.”
- Females (35.5%) are significantly more likely than males (18.8%) to report that the pandemic negatively affected their mental health.

- Older students are more likely than younger students to report that the pandemic negatively affected their mental health.
- There are no significant regional differences.

2023 vs. 2021 (Grades 7–12):

- The percentage of students who report that the COVID-19 pandemic negatively affected their mental health significantly decreased between 2021 (39.2%) and 2023 (27.1%).

Figure 3.3.24
Percentage Reporting the COVID-19 Pandemic Negatively Affected Their Mental Health by Sex, Grade, and Region, 2023 OSDUHS



3.3.10 Ability to Cope with Unexpected Problems

(Figures 3.3.25, 3.3.26, Table 3.3.13)

Starting in 2019, the OSDUHS included a question about coping ability. Students were asked “*In general, how would you rate your ability to handle unexpected and difficult problems, such as a family or personal crisis? Would you say your ability is...?*” The response options were: *Excellent, Very good, Good, Fair, or Poor.*

2023 (Grades 7–12):

- Over one-third (35.1%) of students rate their ability to cope with unexpected and difficult problems as excellent or very good. A similar percentage (30.8%) rate their ability as fair or poor.
- Females (39.4%) are significantly more likely than males (22.1%) to rate their ability to cope as fair or poor.
- There is no significant grade variation in ratings of fair or poor ability to cope.
- There is no significant regional variation.

2019–2023 (Grades 7–12):

- Among the total sample, the percentage reporting their ability to cope with problems is fair or poor remained stable between 2021 (34.3%) and 2023 (30.8%). However, the current estimate is significantly higher than the estimate from 2019 (22.6%), the first year of monitoring.
- Among the subgroups, males, females, most grades, and students in the Greater Toronto Area show significant increases in 2023 compared with their respective estimates from 2019.

Figure 3.3.25
Percentage Reporting Ability to Cope with Unexpected and Difficult Problems, 2023 OSDUHS (Grades 7-12)

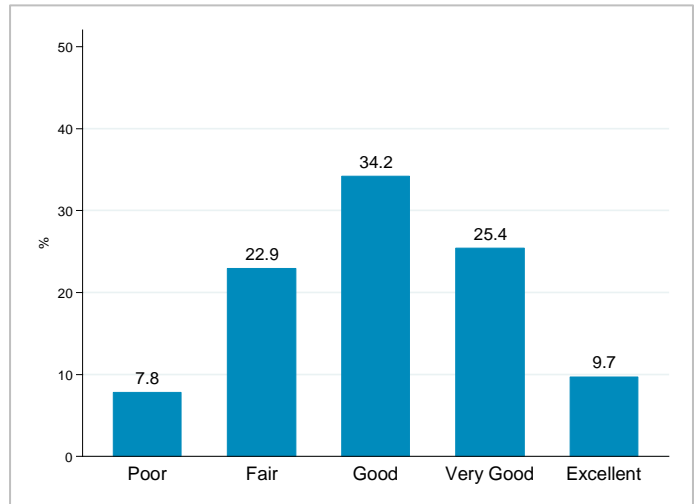


Figure 3.3.26
Percentage Reporting Fair or Poor Ability to Cope With Unexpected and Difficult Problems by Sex, Grade, and Region, 2023 OSDUHS

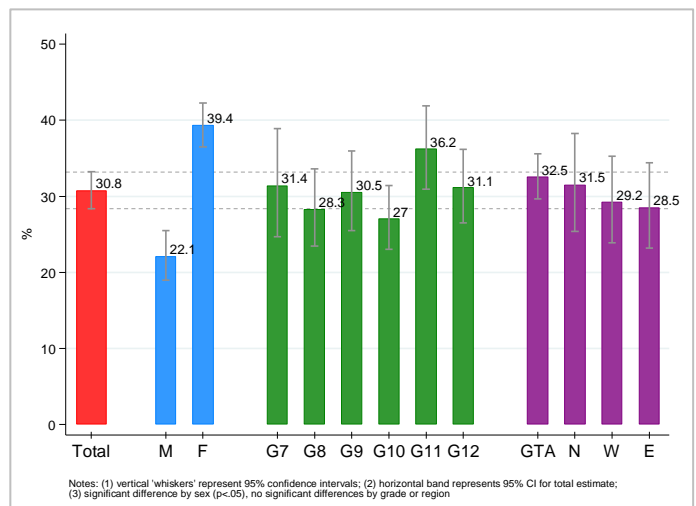


Table 3.3.13 Percentage Reporting Fair or Poor Ability to Cope with Unexpected and Difficult Problems, 2019–2023 OSDUHS

	2019	2021	2023
(n=)	(7617)	(1118)	(5091)
Total (95% CI)	22.6 (21.1-24.1)	34.3 (28.2-40.9)	30.8 ^{bde} (28.4-33.2)
Sex			
Males	16.2 (14.6-18.0)	32.5 (23.9-42.5)	22.1 ^b (19.0-25.5)
Females	29.2 (27.0-31.4)	35.8 (28.3-44.1)	39.4 ^b (36.5-42.3)
Grade			
7	21.3 (18.2-24.8)	27.5 (14.1-46.9)	31.4 ^b (24.7-38.9)
8	19.1 (15.8-22.9)	22.7 (13.4-35.9)	28.3 ^b (23.4-33.6)
9	23.1 (20.6-25.8)	29.9 (17.6-45.9)	30.5 ^b (25.5-36.0)
10	21.1 (18.1-24.5)	33.9 (21.5-49.0)	27.0 (23.1-31.4)
11	24.4 (21.2-27.8)	42.1 (25.2-61.0)	36.2 ^b (30.9-41.9)
12	24.4 (21.7-27.5)	44.7 (24.7-66.5)	31.1 (26.5-36.2)
Region			
Greater Toronto Area	23.3 (21.0-25.8)	30.5 (19.0-45.0)	32.5 ^b (29.6-35.6)
North	22.5 (17.6-28.3)	50.2 (30.5-69.8)	31.5 (25.4-38.3)
West	22.7 (19.5-26.2)	36.7 (27.1-47.4)	29.2 (23.9-35.2)
East	21.2 (18.7-23.9)	29.6 (22.1-38.4)	28.5 (23.2-34.4)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: "In general, how would you rate your ability to handle unexpected and difficult problems, such as a family or personal crisis? Would you say your ability is...?" (Percentage responding "Poor" or "Fair" is shown.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.11 Medical Use of ADHD Drugs

(Figure 3.3.27; Table 3.3.14)

Starting in 2007, the OSDUHS asked students about their use of drugs used to treat ADHD with a prescription (medical use). The question asked was *“Sometimes doctors give medicine to students who are hyperactive or have problems concentrating in school. This is called Attention Deficit Hyperactivity Disorder (ADHD). In the last 12 months, how often did you use medicine to treat ADHD (such as Adderall, Ritalin, Concerta, Dexedrine) with a prescription or because a doctor told you to take it?”* Here we present the percentage reporting medical use of ADHD drugs at least once in the past year.

2023 (Grades 7–12):

- About 5.4% of students report using ADHD drugs with a prescription at least once in the past year.
- Males (5.9%) and females (4.9%) are equally likely to report the medical use of ADHD drugs in the past year.
- There is no significant variation by grade.
- There is no significant variation by region.

2007–2023 (Grades 7–12):

- The percentage reporting past year medical use of ADHD drugs has remained stable since 2019. However, the current estimate (5.4%) is significantly higher than the estimates seen between 2007 and 2017 (about 3%).

Figure 3.3.27
Percentage Reporting Medical Use of ADHD Drugs in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

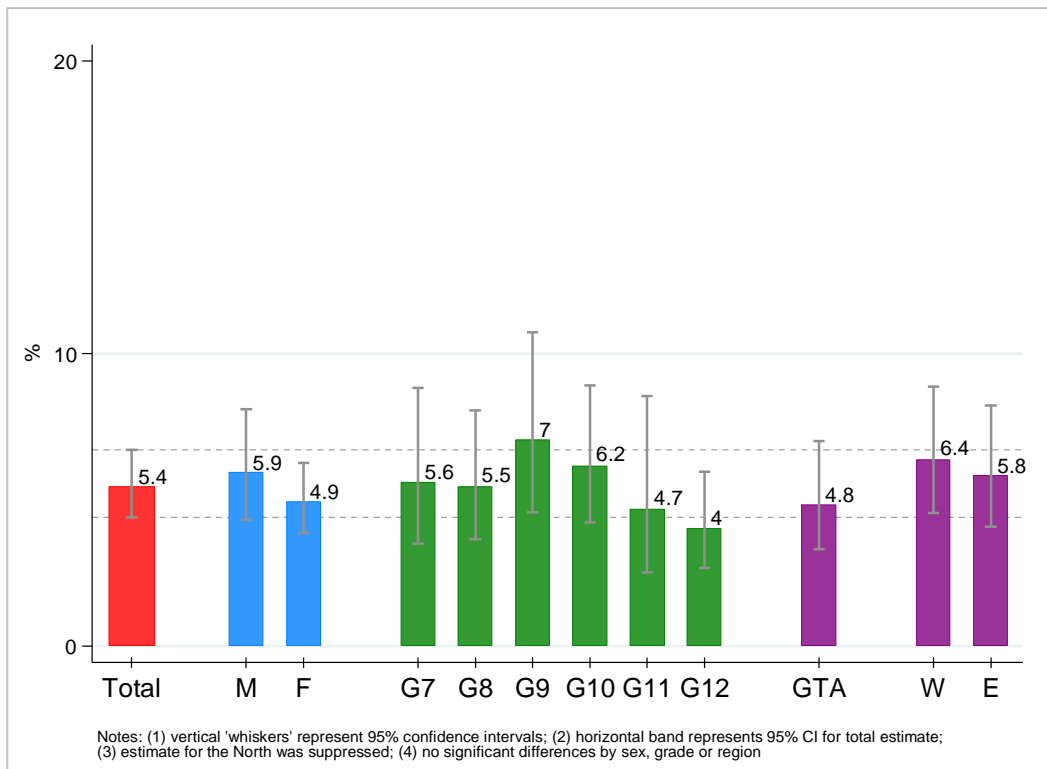


Table 3.3.14 Percentage Reporting Medical Use of ADHD Drugs at Least Once in the Past Year, 2007–2023 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n=)	(6323)	(4851)	(9288)	(10272)	(5403)	(6364)	(7617)	(1107)	(5091)
Total (95% CI)	2.3 (1.9-2.9)	2.7 (2.1-3.5)	2.5 (2.1-3.1)	3.2 (2.5-4.2)	2.6 (2.1-3.3)	2.9 (2.1-4.1)	3.9 (3.2-4.8)	7.7 (5.0-11.7)	5.4 ^{cde} (4.4-6.7)
Sex									
Males	3.2 (2.5-4.1)	3.9 (2.8-5.3)	3.0 (2.3-3.9)	4.6 (3.3-6.3)	2.9 (2.2-3.8)	4.2 (2.9-5.9)	5.3 (4.2-6.6)	9.0 (5.0-15.4)	5.9 ^c (4.3-8.1)
Females	1.3 (0.9-2.0)	1.4 (0.9-2.2)	2.1 (1.4-3.2)	1.8 (1.3-2.4)	2.4 (1.7-3.3)	1.6 (1.0-2.6)	2.5 (1.8-3.5)	6.5 (3.4-11.9)	4.9 ^{bc} (3.9-6.3)
Grade									
7	3.4 (2.1-5.6)	3.2 (1.9-5.4)	3.1 (2.0-4.8)	4.1 (2.5-6.5)	†	4.7 (3.0-7.1)	4.5 (3.2-6.2)	†	5.6 (3.5-8.8)
8	1.7 (0.9-3.1)	2.8 (1.5-5.1)	3.2 (2.0-5.0)	3.6 (2.6-4.9)	3.3 (2.0-5.5)	2.8 (1.8-4.2)	4.4 (3.0-6.3)	†	5.5 ^{bc} (3.7-8.1)
9	3.0 (1.9-4.4)	4.2 (2.6-6.7)	3.0 (2.2-4.1)	2.0 (1.2-3.4)	†	2.4 (1.3-4.4)	3.2 (2.0-5.2)	†	7.0 ^c (4.6-10.7)
10	2.2 (1.4-3.4)	2.4 (1.3-4.4)	3.5 (2.2-5.4)	3.5 (2.2-5.4)	3.4 (2.3-5.2)	†	4.4 (3.0-6.2)	†	6.2 ^c (4.2-8.9)
11	1.7 (1.0-2.9)	2.6 (0.9-7.1)	†	4.0 (2.7-5.8)	3.4 (2.0-5.7)	3.0 (1.8-5.0)	3.2 (2.0-4.9)	†	4.7 ^c (2.5-8.6)
12	2.1 (1.2-3.6)	1.4 (0.6-2.9)	1.4 (0.8-2.5)	†	†	1.8 (1.1-3.0)	4.2 (2.7-6.3)	†	4.0 (2.7-6.0)
Region									
GTA	1.3 (0.9-1.9)	1.6 (1.0-2.5)	1.7 (1.2-2.4)	2.2 (1.6-3.1)	2.1 (1.6-2.8)	2.4 (1.3-4.3)	2.2 (1.5-3.1)	†	4.8 ^{bc} (3.3-7.0)
North	2.7 (1.4-5.1)	†	3.0 (2.1-4.2)	3.4 (2.0-5.6)	4.0 (2.4-6.6)	4.0 (2.3-6.9)	6.0 (4.3-8.2)	†	†
West	3.1 (2.2-4.2)	3.1 (2.0-4.9)	3.4 (2.7-4.2)	4.3 (2.6-7.2)	2.3 (1.5-3.4)	3.7 (2.5-5.4)	5.1 (3.2-8.1)	†	6.4 ^c (4.6-8.9)
East	3.1 (2.1-4.8)	4.0 (2.5-6.4)	3.1 (2.1-4.5)	3.8 (2.5-5.6)	3.8 (2.1-6.6)	†	5.3 (3.9-7.2)	5.0 (2.7-9.1)	5.8 (4.1-8.2)

Notes: (1) ADHD=attention-deficit/hyperactivity disorder; (2) n=total number of students surveyed; (3) asked of a random half sample in 2009 and since 2015; (4) entries in brackets are 95% confidence intervals; (5) GTA=Greater Toronto Area; (6) †=estimate suppressed due to unreliability; (7) note the design change and small sample size in 2021; (8) no significant differences 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2007 significant difference, p<.01; ^a significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “Sometimes doctors give medicine to students who are hyperactive or have problems concentrating in school. This is called Attention Deficit Hyperactivity Disorder (ADHD). In the last 12 months, how often did you use medicine to treat ADHD (such as Adderall, Ritalin, Concerta, Dexedrine) *with a prescription* or because a doctor told you to take it?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.12 Prescribed Medication to Treat Anxiety or Depression

(Figures 3.3.28, 3.3.29; Table 3.3.15)

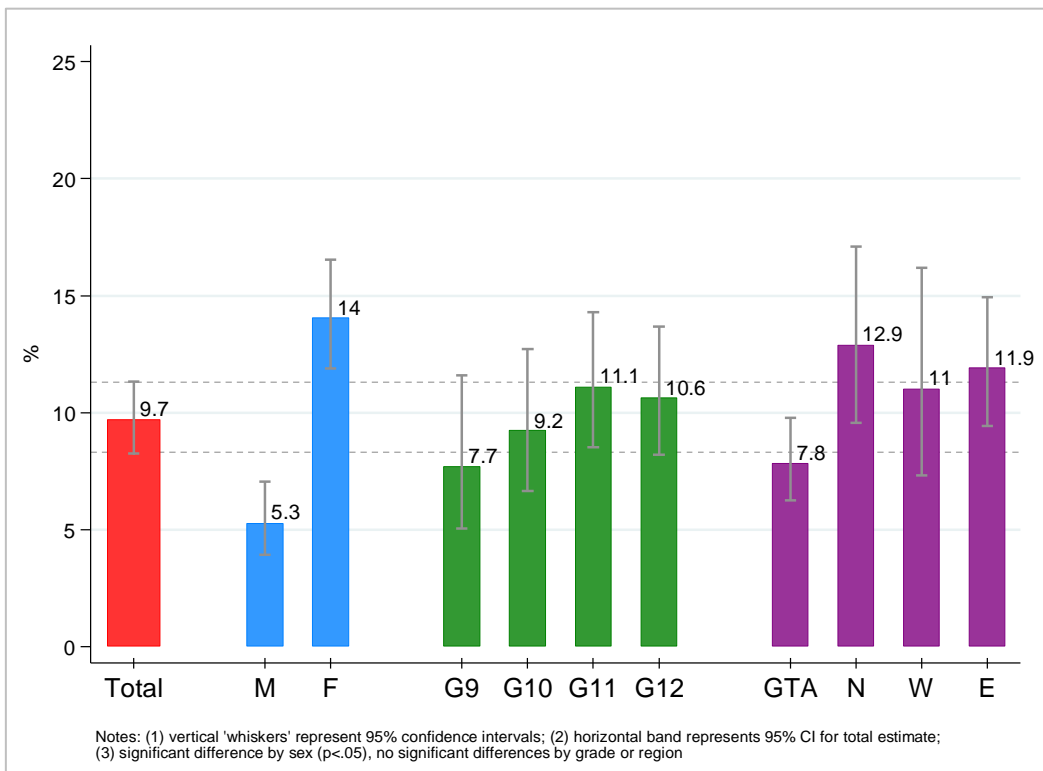
Starting in 2001, the OSDUHS asked students in grades 9–12 about prescription medication for anxiety or depression. The question was “*In the last 12 months, have you been prescribed medicine to treat anxiety or depression?*” The four response options were: *Yes, for anxiety only; Yes, for depression only; Yes, for both; or No.*

2023 (Grades 9–12):

- About 2.8% of secondary students report they were prescribed medication to treat anxiety in the past year, 1.4% report that they were prescribed medication to treat depression, and 5.5% report that they were prescribed medication for *both* anxiety and depression.

- Combining the response options, about one-in-ten (9.7%) secondary school students report that they were prescribed medication to treat anxiety, depression, or both conditions in the past year.
- Females (14.0%) are significantly more likely than males (5.3%) to report being prescribed medication to treat anxiety and/or depression in the past year.
- There are no significant differences among the grades.
- There are no significant differences among the regions.

Figure 3.3.28
Percentage Reporting Being Prescribed Medication to Treat Anxiety, Depression or Both in the Past Year by Sex, Grade, and Region, 2023 OSDUHS (Grades 9–12 only)



2001–2023 (Grades 9–12):

- The percentage of secondary students who report being prescribed medication to treat anxiety, depression, or both remained stable between 2021 (11.8%) and 2023 (9.7%). However, the current estimate is significantly higher than all estimates seen between 2001 and 2019.
- All subgroups show a significant increase since 2001, when monitoring first began.

Figure 3.3.29
Percentage Reporting Being Prescribed Medication to Treat Anxiety, Depression or Both in the Past Year by Sex, 2001–2023 OSDUHS (Grades 9–12 only)

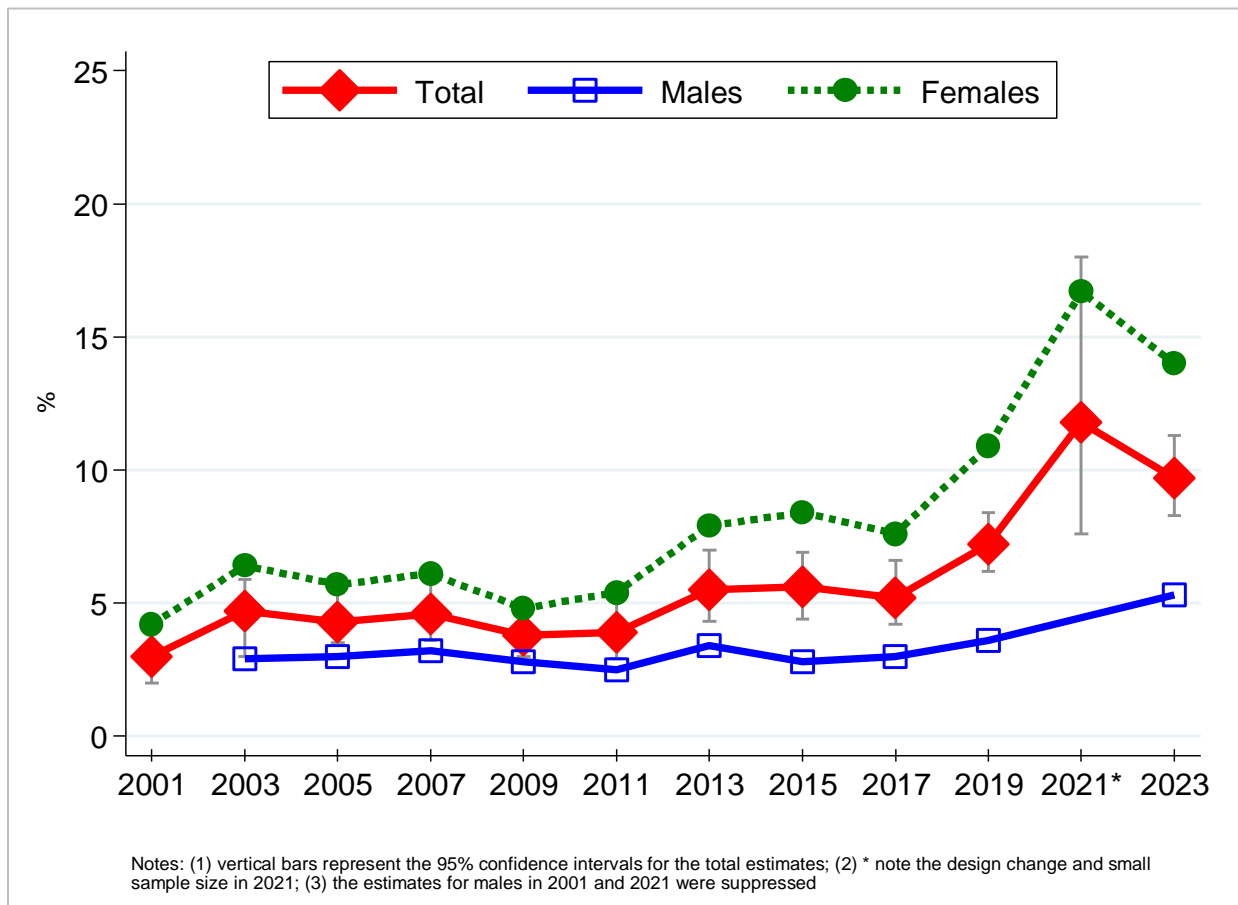


Table 3.3.15 Percentage Reporting Being Prescribed Medication to Treat, Anxiety, Depression, or Both in the Past Year, 2001–2023 OSDUHS (Grades 9–12 only)

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(1278)	(2455)	(3069)	(2587)	(3055)	(3358)	(3264)	(3426)	(4298)	(5273)	(739)	(3603)
Total (95% CI)	3.0 (2.0-4.5)	4.7 (3.0-5.9)	4.3 (3.5-5.4)	4.6 (3.6-5.9)	3.8 (3.0-4.7)	3.9 (2.9-5.4)	5.5 (4.3-7.0)	5.6 (4.4-6.9)	5.2 (4.2-6.6)	7.2 (6.2-8.4)	11.8 (7.6-18.0)	9.7 ^{bcde} (8.3-11.3)
Sex												
Males	†	2.9 (1.9-4.4)	3.0 (2.1-4.3)	3.2 (2.1-4.7)	2.8 (1.8-4.3)	2.5 (1.4-4.5)	3.4 (2.4-4.8)	2.8 (1.9-4.2)	3.0 (2.0-4.4)	3.6 (2.6-5.0)	†	5.3 ^c (3.9-7.0)
Females	4.2 (2.6-6.7)	6.4 (4.8-8.3)	5.7 (4.4-7.3)	6.1 (4.5-8.1)	4.8 (3.7-6.1)	5.4 (3.9-7.5)	7.9 (6.0-10.2)	8.4 (6.4-10.9)	7.6 (5.9-9.8)	10.9 (9.3-12.8)	16.7 (10.7-25.1)	14.0 ^c (11.9-16.5)
Grade												
9	†	3.8 (2.5-5.7)	3.2 (2.1-4.7)	2.7 (1.5-4.8)	2.3 (1.3-4.2)	†	4.2 (2.7-6.3)	3.3 (2.1-5.0)	4.5 (3.2-6.4)	3.6 (2.4-5.4)	†	7.7 ^{bc} (5.0-11.6)
10	†	6.1 (4.0-9.2)	3.8 (2.6-5.6)	4.0 (2.4-6.7)	2.8 (1.8-4.4)	†	2.5 (1.4-4.3)	4.9 (3.2-7.4)	2.6 (1.7-3.9)	5.3 (3.9-7.3)	†	9.2 ^c (6.6-12.7)
11	5.5 (3.4-8.8)	4.4 (2.7-7.0)	6.5 (4.4-9.5)	4.1 (2.8-6.0)	4.4 (3.0-6.6)	†	6.6 (4.6-9.5)	5.8 (3.6-9.4)	4.0 (2.6-6.2)	8.4 (6.6-10.8)	†	11.1 ^c (8.5-14.3)
12	4.4 (2.4-8.0)	4.6 (3.0-6.9)	3.9 (2.6-6.0)	7.2 (4.9-10.3)	5.0 (3.2-7.8)	3.8 (2.2-6.5)	7.9 (5.3-11.5)	7.4 (4.9-11.0)	8.6 (6.1-12.0)	10.7 (8.5-13.5)	13.9 (7.3-25.0)	10.6 ^c (8.2-13.7)
Region												
GTA	3.0 (1.5-5.7)	4.2 (2.8-6.1)	4.2 (3.0-5.7)	4.2 (2.9-6.1)	3.5 (2.6-4.7)	2.5 (1.6-3.8)	5.4 (3.7-7.8)	4.3 (3.3-5.4)	3.3 (2.3-4.6)	4.3 (3.4-5.5)	†	7.8 ^{bc} (6.2-9.8)
North	4.6 (2.5-8.2)	3.6 (2.3-5.5)	3.7 (2.5-5.3)	4.3 (2.5-7.5)	†	5.0 (2.8-8.8)	†	6.5 (3.8-11.0)	11.6 (9.1-14.8)	10.8 (8.4-13.9)	†	12.9 ^c (9.6-17.1)
West	†	4.6 (2.6-8.2)	4.7 (2.8-7.9)	5.3 (3.2-8.7)	3.7 (2.5-5.4)	5.5 (3.8-7.8)	4.5 (2.6-7.7)	6.1 (4.4-8.5)	7.7 (5.8-10.2)	10.0 (7.5-13.3)	†	11.0 ^c (7.3-16.2)
East	†	6.3 (4.4-8.9)	4.5 (2.9-6.9)	4.8 (3.0-7.7)	4.3 (2.4-7.6)	4.3 (1.9-9.5)	6.6 (4.3-9.9)	7.4 (3.8-14.1)	6.1 (3.6-10.3)	8.3 (6.3-11.0)	14.2 (8.9-21.9)	11.9 ^c (9.4-15.0)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) †=estimate suppressed due to unreliability; (6) note the design change and small sample size in 2021; (7) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2001 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: "In the last 12 months, have you been prescribed medicine to treat anxiety or depression?"

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.13 School-Based Mental Health Support

(Figures 3.3.30, 3.3.31)

For the first time in 2023, the OSDUHS asked students about accessing mental health support at or through school. The first question asked “Do you know how to access mental health support (such as counselling) through your school, if you needed it?” The second question asked “Since the beginning of the school year, did you receive any individual or group counselling or any other help at school for concerns regarding your mental health? For example, did you see or speak to a social worker, child and youth worker/counsellor, psychologist, nurse, teacher or other staff person at school because of concerns with your mental health?”

2023 (Grades 7–12):

- Over half (56.8%) of students report that they know how to access school-based mental health support. About one-in-five (22.1%) report that they do not know how to access mental health support, and a similar percentage (21.1%) are “not sure.”
- Males (56.1%) and females (57.5%) are equally likely to report knowing how to access school mental health support. Older students are more likely than 7th and 8th graders to know how to access school support. There is no significant regional variation.
- About one-in-seven (14.3%) students report using school-based mental health support services during the school year.
- Females (18.6%) are significantly more likely than males (10.0%) to report using school-based mental health services during the school year. Older students are more likely than younger students to report using school-based services. There is no significant regional variation.

Figure 3.3.30
Percentage Reporting Knowing How to Access School-Based Mental Health Support by Sex, Grade, and Region, 2023 OSDUHS

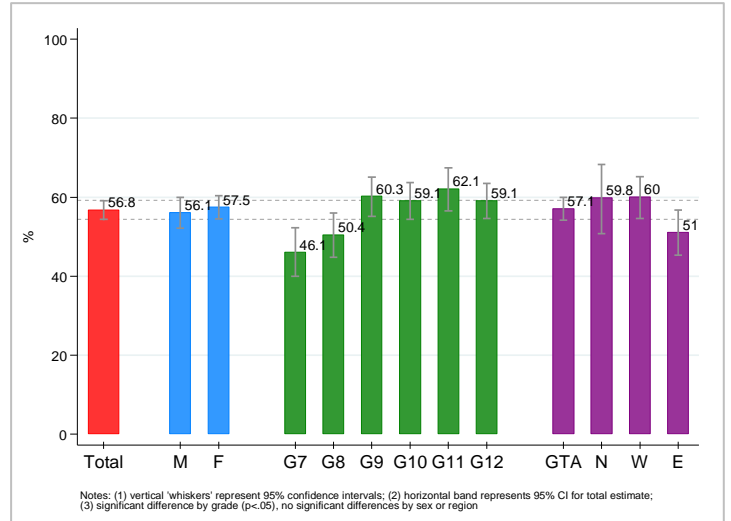
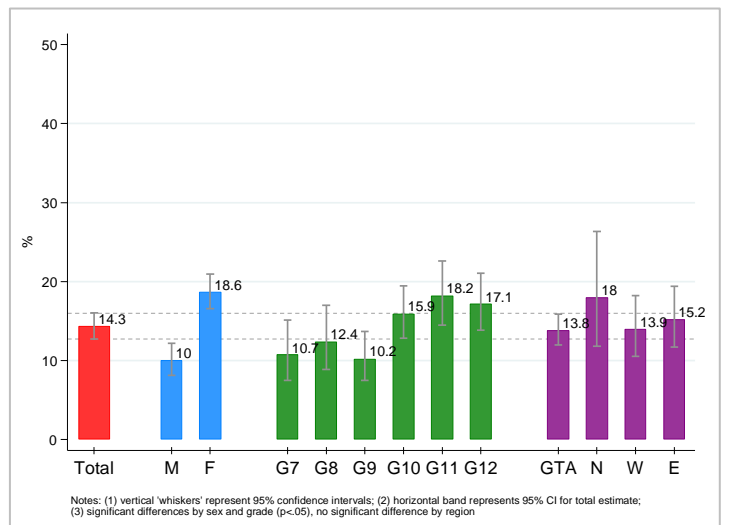


Figure 3.3.31
Percentage Reporting Using School-Based Mental Health Support Services During the School Year by Sex, Grade, and Region, 2023 OSDUHS



3.3.14 Any Mental Health Care Visit

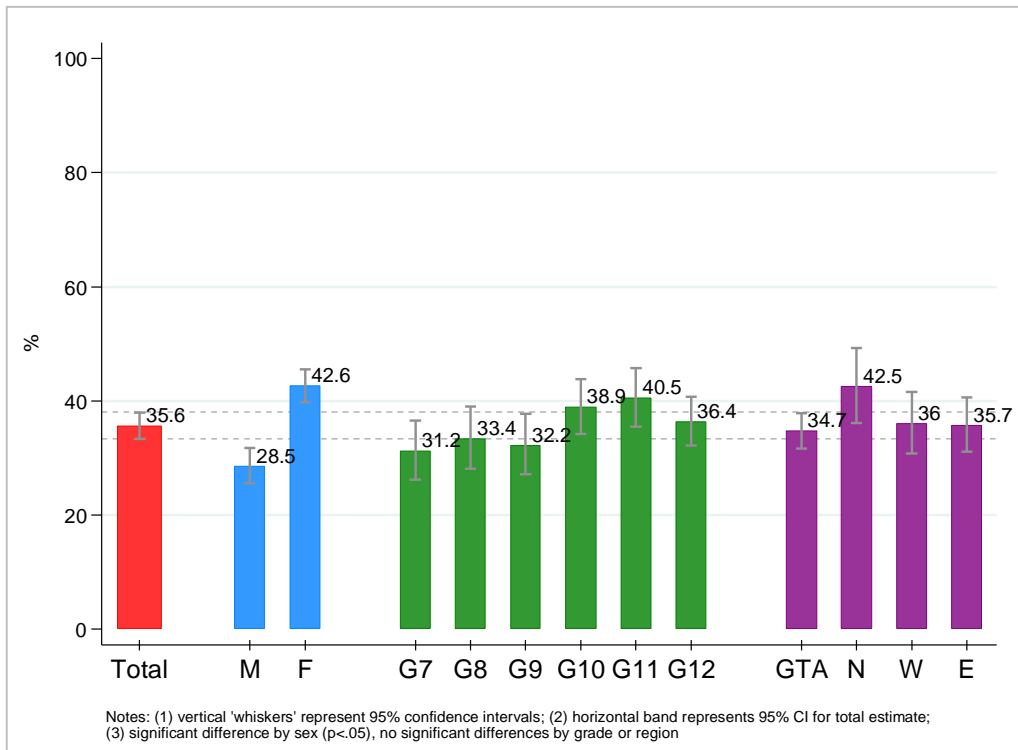
(Figure 3.3.32)

The OSDUHS asked students whether they consulted a professional about a mental health issue. The question was “*In the last 12 months, how many times did you see a doctor, nurse, or counsellor about your mental or emotional health outside of school?*” As mentioned in the previous section, students were also asked about using school-based mental health support services. In this section, we present the percentage of students who report any mental health care visit – that is, seeing a professional outside of school, seeing someone at/through school, or both.

2023 (Grades 7–12):

- Over one-third (35.6%) of students report seeing someone about a mental health issue in the past year (31% report seeing a professional outside of school).
- Females (42.6%) are significantly more likely than males (28.5%) to report seeing someone for a mental health issue in the past year.
- Despite some variation, there are no significant differences among the grades.
- Despite some variation, there are no significant differences among the regions.

Figure 3.3.32
Percentage Reporting Any Mental Health Care Visit in the Past Year by Sex, Grade, and Region, 2023 OSDUHS



3.3.15 Sought Counselling Over the Telephone or the Internet

(Figure 3.3.33; Table 3.3.16)

Starting in 2011, the OSDUHS asked students whether they used a telephone counselling helpline or a website in the past year. The question was “*In the last 12 months, have you phoned a telephone crisis helpline or gone on a website (such as ‘KidsHelpPhone.ca’) because you needed to talk to a counsellor about a problem?*” The response options were: *Yes, I’ve phoned a helpline only; Yes, I’ve posted a question on a website only; Yes, I’ve phoned a helpline and posted a question on a website; or No.*

2023 (Grades 7–12):

- An estimated 4.2% of students report using a telephone counselling helpline in the past year. An estimated 1.9% report seeking help from a website. Overall, about 5.5% report using a phone helpline, a website, or both to seek counselling.

- Females (8.0%) are more likely than males (3.1%) to seek counselling either over the phone, the Internet, or both.
- Despite some variation, there are no significant differences among the grades in seeking counselling over the phone, the Internet, or both.
- There are no significant regional differences.

2011–2023 (Grades 7–12):

- The percentage of students who report using a helpline, a website, or both in 2023 (5.5%) is significantly higher than the estimates from 2011 to 2015 (about 2%-3%). Increases since 2011 are evident for females, older students, students in the Greater Toronto Area, and the West region.

Figure 3.3.33
Percentage Reporting They Sought Counselling Over the Phone, Over the Internet, or Both Ways in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

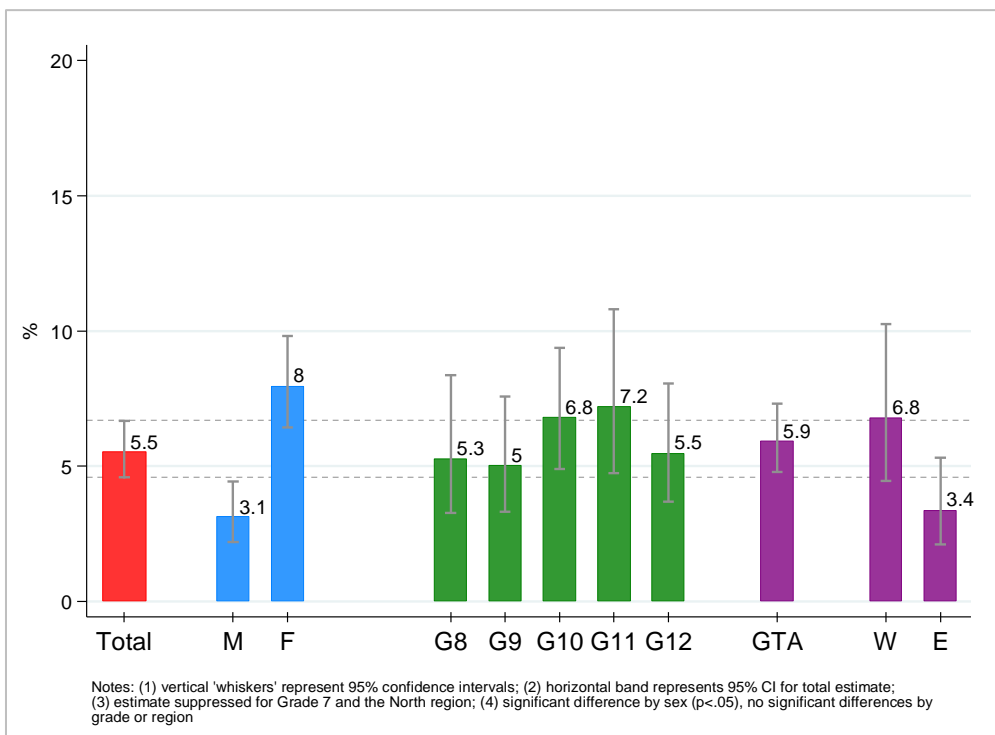


Table 3.3.16 Percentage Reporting They Sought Counselling Over the Phone, Over the Internet, or Both Ways in the Past Year, 2011–2023 OSDUHS

	2011	2013	2015	2017	2019	2021	2023
(n=)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	2.1 (1.6-2.9)	3.0 (2.4-3.7)	3.0 (2.3-3.7)	3.4 (2.3-5.1)	4.5 (3.9-5.3)	9.2 (6.2-13.4)	5.5 ^{cd} (4.6-6.7)
Sex							
Males	1.7 (1.1-2.7)	1.8 (1.2-2.7)	1.8 (1.2-2.6)	2.1 (1.3-3.4)	2.6 (1.9-3.4)	†	3.1 (2.2-4.4)
Females	2.5 (1.8-3.7)	4.2 (3.3-5.5)	4.2 (3.2-5.6)	4.8 (3.0-7.5)	6.6 (5.6-7.8)	14.2 (9.1-21.3)	8.0 ^c (6.4-9.8)
Grade							
7	†	2.3 (1.2-4.4)	1.1 (0.6-2.1)	2.1 (1.2-3.5)	2.7 (1.8-4.3)	†	†
8	1.8 (1.0-3.3)	3.1 (1.9-5.0)	3.2 (1.7-6.1)	2.8 (1.8-4.4)	2.6 (1.4-4.7)	†	5.3 ^c (3.3-8.4)
9	2.6 (1.7-4.0)	3.2 (2.0-5.1)	3.6 (2.3-5.7)	†	4.3 (2.5-7.4)	†	5.0 (3.3-7.6)
10	1.8 (1.0-3.3)	1.5 (0.9-2.5)	3.3 (2.1-5.0)	3.9 (2.2-6.8)	4.8 (3.6-6.5)	7.3 (4.2-12.7)	6.8 ^c (4.9-9.4)
11	†	4.5 (2.8-7.0)	4.5 (3.2-6.2)	1.6 (0.9-2.6)	6.2 (4.6-8.2)	†	7.2 ^c (4.7-10.8)
12	1.3 (0.8-2.4)	3.1 (1.9-5.2)	2.1 (1.2-3.6)	4.3 (2.3-7.8)	5.1 (3.6-7.1)	15.8 (9.0-26.0)	5.5 ^{ac} (3.7-8.0)
Region							
Greater Toronto Area	2.3 (1.6-3.4)	3.8 (2.8-5.1)	3.7 (2.7-5.0)	†	4.1 (3.1-5.4)	†	5.9 ^c (4.8-7.3)
North	2.8 (1.6-5.0)	†	3.4 (2.1-5.4)	3.9 (2.3-6.5)	5.4 (3.8-7.6)	6.8 (4.0-11.4)	†
West	†	1.9 (1.0-3.4)	2.4 (1.3-4.5)	3.6 (2.2-6.0)	5.1 (3.8-6.8)	10.0 (5.3-18.0)	6.8 ^c (4.4-10.2)
East	3.1 (1.9-5.0)	3.2 (2.4-4.4)	2.0 (1.5-2.7)	2.3 (1.3-4.0)	4.5 (3.5-5.9)	†	3.4 (2.1-5.3)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample since 2011; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) ^a 2023 vs. 2021 significant difference, p<.01; ^c 2023 vs. 2011 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: "In the last 12 months, have you phoned a telephone crisis helpline or gone on a website (such as 'KidsHelpPhone.ca') because you needed to talk to a counsellor about a problem?"

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.16 Barriers to Seeking Mental Health Support

(Figures 3.3.34, 3.3.35)

Starting in 2023, the OSDUHS asked students whether they felt they needed mental health support, but did not seek it. A follow-up question asked about reasons for not seeking support. The first question asked “In the last 12 months, was there ever a time when you felt you might need professional help (such as from a doctor, counsellor or other mental health worker) for mental health concerns (problems with emotions, behaviours), but you did not seek help?” Those who reported “Yes” to that question were asked “What are the reasons you did not seek professional help? Select all that apply.” The following reasons were listed:

- I thought I could manage it myself
- I didn’t know where to turn to for help
- I never got around to it (e.g., too busy)
- It would have been too hard to schedule
- I tried, but the wait was too long
- I didn’t think professional help would do any good
- It was going to cost too much
- Getting there was a problem
- I was afraid of what others would think of me
- My parent(s) did not agree
- Other reason not listed above.

2023 (Grades 7–12):

- One-third (33.0%) of students report that they felt they needed professional mental health support, but did not seek it during the past year.
- Females and older students are more likely to report that they needed mental health support, but did not seek it. There is no significant regional variation.
- Among those who report that they needed mental health support from a professional, but did not seek it, the most common reasons are: thinking they could manage it themselves, being afraid of what others would think about them, and being “too busy.”

Figure 3.3.34
Percentage Reporting Needing Mental Health Support From a Professional, but Not Seeking Help in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

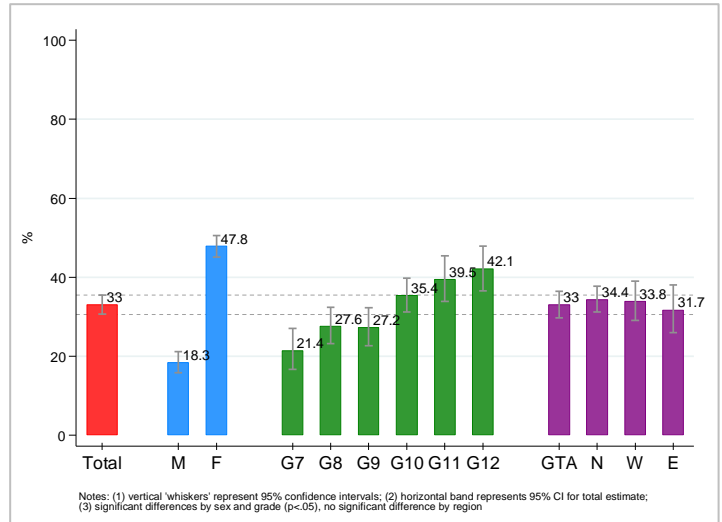


Figure 3.3.35
Percentage Reporting Reasons for Not Seeking Mental Health Support From a Professional Among Students Who Report Needing Help, 2023 OSDUHS (Grades 7–12)



3.4 BULLYING

3.4.1 Bullying at School

(Figures 3.4.1–3.4.4; Tables 3.4.1, 3.4.2)

Starting in 2003, the OSDUHS included four questions about bullying at school during the current school year. Bullying was defined in the questionnaire as “...when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose.” Note that the last sentence was added in 2005.

Students were asked about the typical way they were bullied at school and the typical way they bullied others, if at all. The questions were “In what way were you bullied the most at school?” and “In what way did you bully other students the most at school?” For each of these questions, students were asked to choose only one among the following four response options: (1) Not involved in bullying at school; (2) Physical attacks (for example, beat up, pushed or kicked); (3) Verbal attacks (for example, teased, threatened, spread rumours); or (4) Stole or damaged possessions. **The prevalence estimates for bullying victim and perpetrator are based on these modal questions.** Students were also asked about the frequency of bullying with the questions “Since the beginning of the school year, how often have you been bullied at school?” and “Since the beginning of the school year, how often have you taken part in bullying other students at school?” Response options ranged from “Daily or almost daily” to “Less than once a month.”

Bullied at School

2023 (Grades 7–12):

- About one-quarter (24.5%) of students in grades 7-12 report being bullied at school since the start of the school year.
- The most prevalent mode of victimization is verbal (20.3%), while only 2.6% are typically bullied physically, and 1.5% are typically victims of theft or vandalism.
- An estimated 9.7% of students report being bullied on a daily or weekly basis.
- Males (23.5%) and females (25.4%) are equally likely to report being bullied in any way at school. However, there is a sex difference for mode. Females are more likely than males to be bullied verbally, whereas males are more likely to be bullied physically.
- The percentage reporting being bullied at school significantly decreases with grade level, from 37.3% of 7th graders down to 16.7% of 12th graders.
- There are no significant regional differences.

Figure 3.4.1
 Percentage Reporting the Typical Way They Were Bullied at School by Sex, 2023 OSDUHS
 (Grades 7–12)

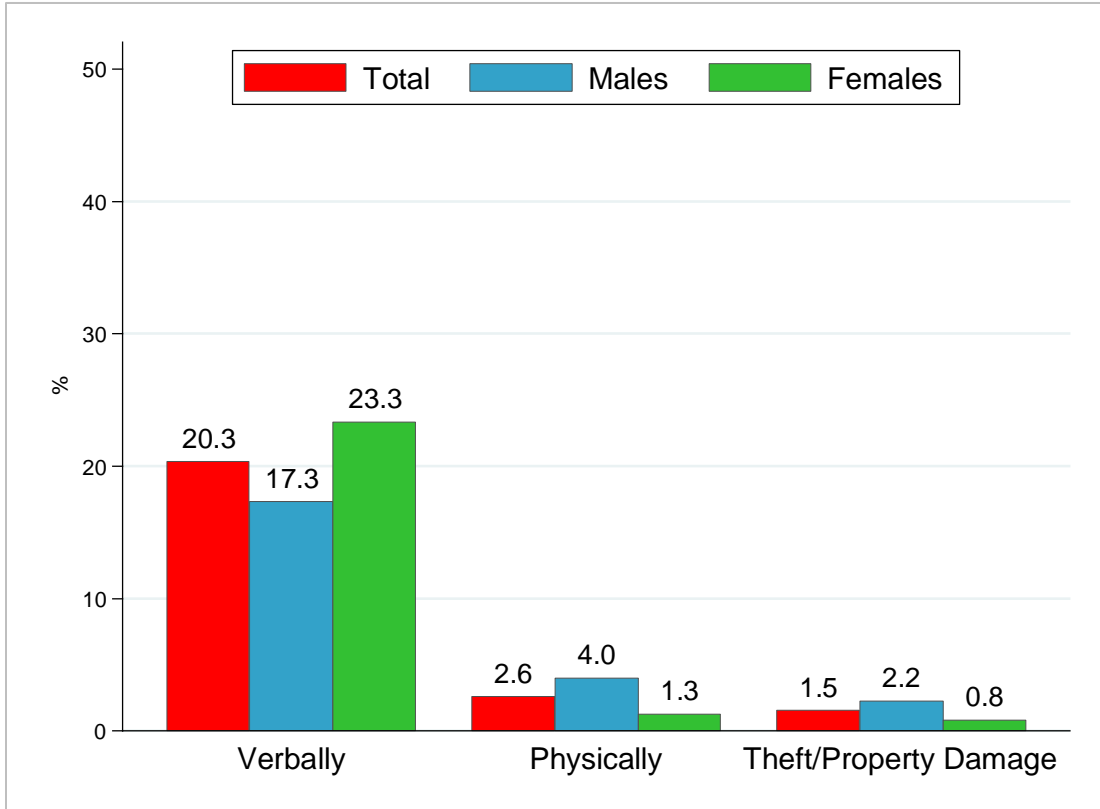
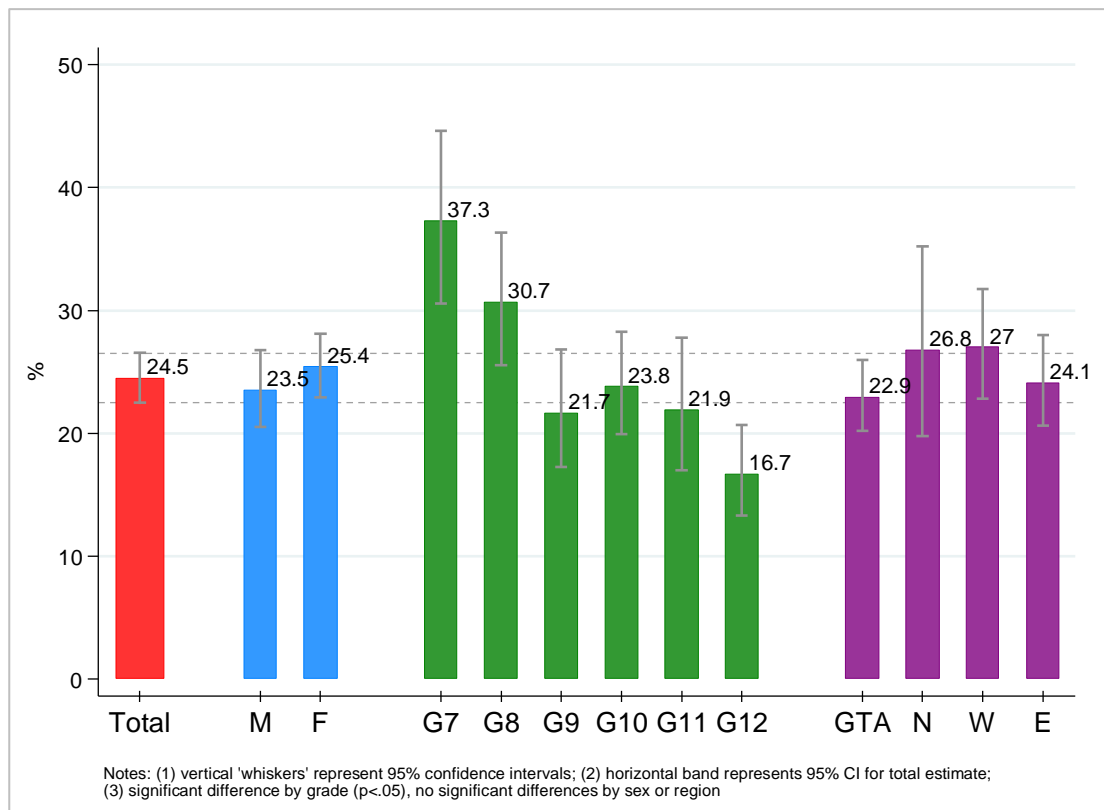


Figure 3.4.2
 Percentage Reporting Being Bullied (in Any Way) at School by Sex, Grade, and Region, 2023 OSDUHS

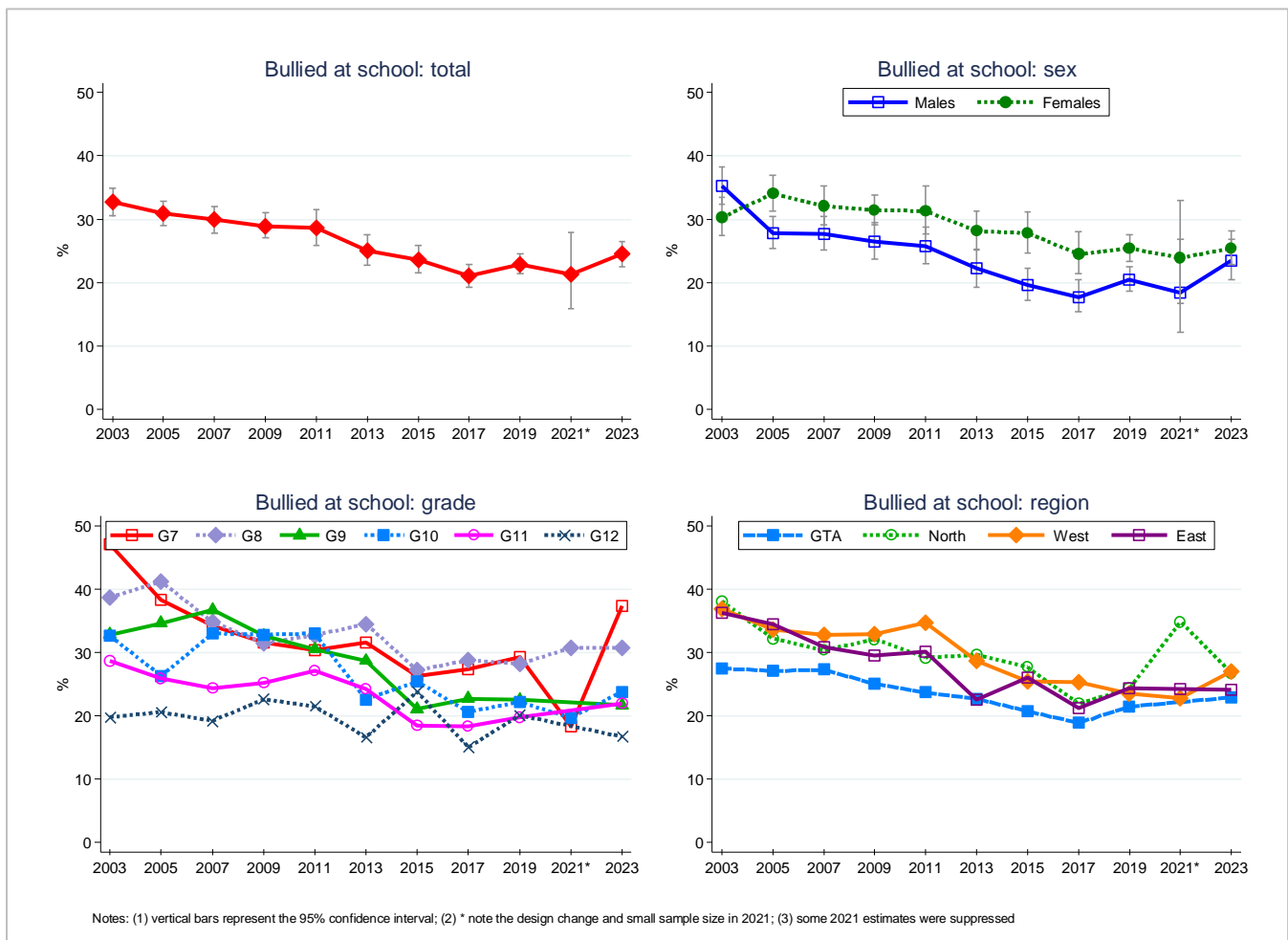


2003–2023 (Grades 7–12):

- The percentage reporting being bullied at school has remained stable over the past decade or so, at about 21%-25%. However, the current estimate of 24.5% is significantly lower than estimates seen between 2003 and 2011 (about 29%-33%).
- No subgroup shows a change in reported bullying victimization in recent years. Only males, students in grades 9 and 10, and students in the West and East regions show a decline compared to their respective estimates from 2003, the first year of monitoring.

- There has been no significant change in the typical way students are bullied at school (mainly verbally).

Figure 3.4.3
Percentage Reporting Being Bullied (in Any Way) at School, 2003–2023 OSDUHS



Bully Others at School

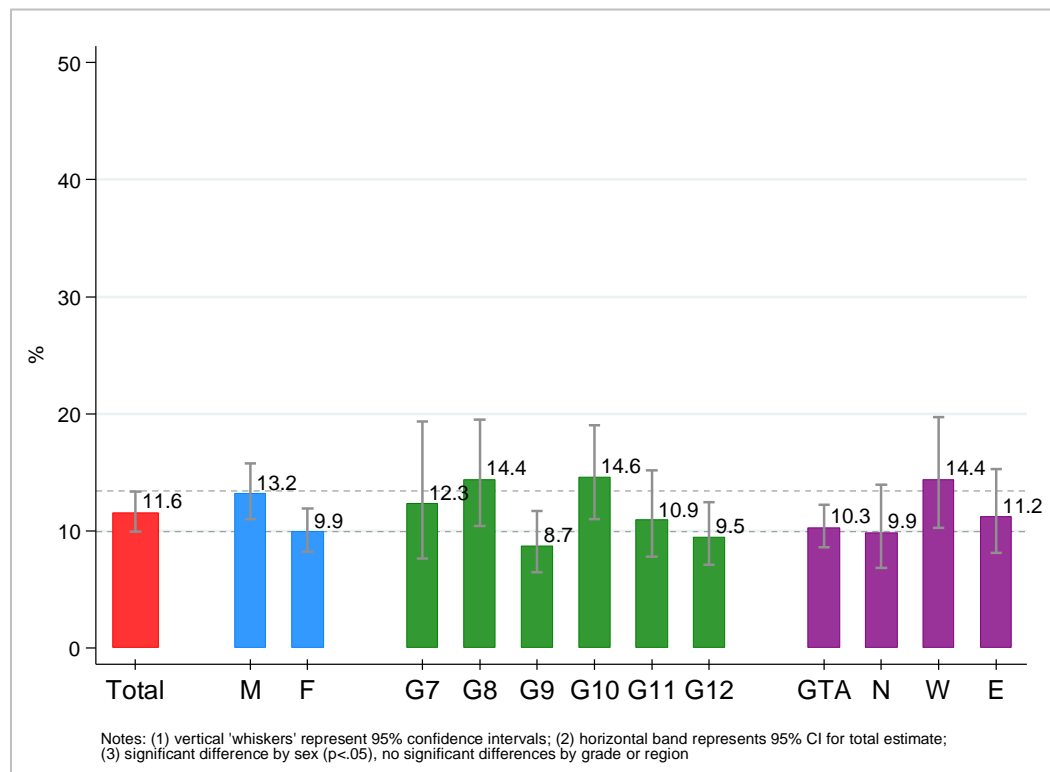
2023 (Grades 7–12):

- One-in-eight (11.6%) students report bullying other students at school during the school year.
- The most prevalent mode of bullying others is through verbal attacks (9.2%), followed distantly by physical attacks (1.6%). Theft or damage to others’ property is reported by less than 1% of students.
- About 3.3% of students report bullying others on a daily or weekly basis.
- Males (13.2%) are more likely than females (9.9%) to report bullying others at school.
- There is no significant grade variation.
- There is no significant regional variation.

2003–2023 (Grades 7–12):

- The percentage of students who report bullying others at school significantly increased between 2021 (3.5%) and 2023 (11.6%), returning to a level seen in 2019 (10.4%). However, the current estimate of 11.6% is significantly lower than all estimates seen between 2003 and 2013 (about 16%-30%).
- All subgroups show a significant decline since 2003, the first year of monitoring.
- There has been no significant change over time regarding the typical way students report bullying others at school (mainly verbally).

Figure 3.4.4
Percentage Reporting Bullying Others (in Any Way) at School by Sex, Grade, and Region, 2023 OSDUHS



3.4.2 Cyberbullying

(Figures 3.4.5-3.4.7; Tables 3.4.3, 3.4.4)

Starting in 2011, the OSDUHS introduced a question about being victimized over the Internet: *“In the last 12 months, how often did other people bully or pick on you electronically or through the Internet? (Count being bullied through texting, Instagram, Facebook, or other social media.)”* Starting in 2017, another question about cyberbullying others was added: *“In the last 12 months, how often did you bully or pick on other people electronically or through the Internet? (Count bullying others through texting, Instagram, Facebook, or other social media.)”* The response options to both questions were *Never in the last 12 months, Once, 2 to 3 times, or 4 or more times*. Here we describe the percentage of students who report they were bullied over the Internet, and bullied others over the Internet, at least once in the past 12 months.

2023 (Grades 7–12):

- About one-quarter (26.3%) of students in grades 7 to 12 report being bullied over the Internet at least once in the past year. About 16.3% of students report bullying others over the Internet at least once in the past year.
- Females are significantly more likely than males to report being bullied over the Internet (29.9% vs. 22.8%, respectively). Males are significantly more likely than females to report bullying others over the Internet (19.3% vs. 13.2%, respectively).
- Reports of being cyberbullied and cyberbullying others significantly decrease with grade level.
- There is no significant regional variation for either estimate.

Figure 3.4.5
Percentage Reporting Being Cyberbullied at Least Once in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

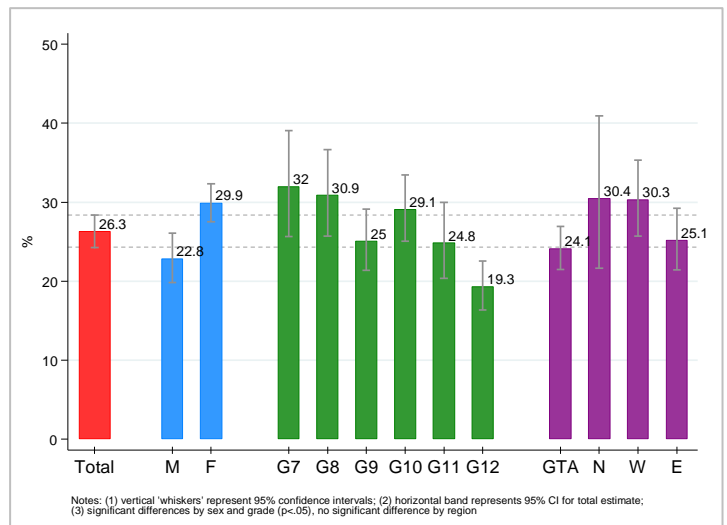
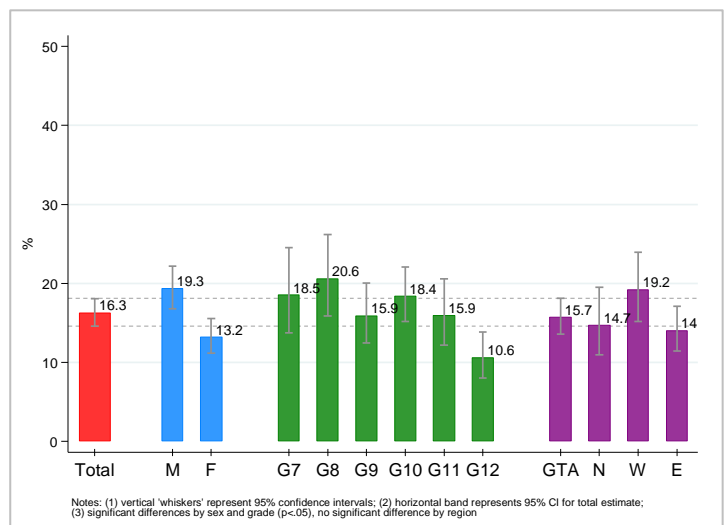


Figure 3.4.6
Percentage Reporting Cyberbullying Others at Least Once in the Past Year by Sex, Grade, and Region, 2023 OSDUHS



2011–2023 (Grades 7–12):

- The percentage of students reporting being cyberbullied remained stable between 2021 (29.9%) and 2023 (26.3%). However, the current estimate is significantly higher than all estimates since 2011, when monitoring first began.
- Among the subgroups, males, 7th graders, 10th graders, and students in the North region show significant increases in reports of being cyberbullied since 2011, the first year of monitoring.

- The percentage reporting cyberbullying others remained stable between 2021 (13.8%) and 2023 (16.3%). However, there has been a significant increase since 2017, the first year of monitoring, when the estimate was 9.7%.
- Most subgroups show a significant increase in reports of cyberbullying others since 2017, the first year of monitoring.

Figure 3.4.7
Percentage Reporting Being Cyberbullied at Least Once in the Past Year, 2011–2023 OSDUHS

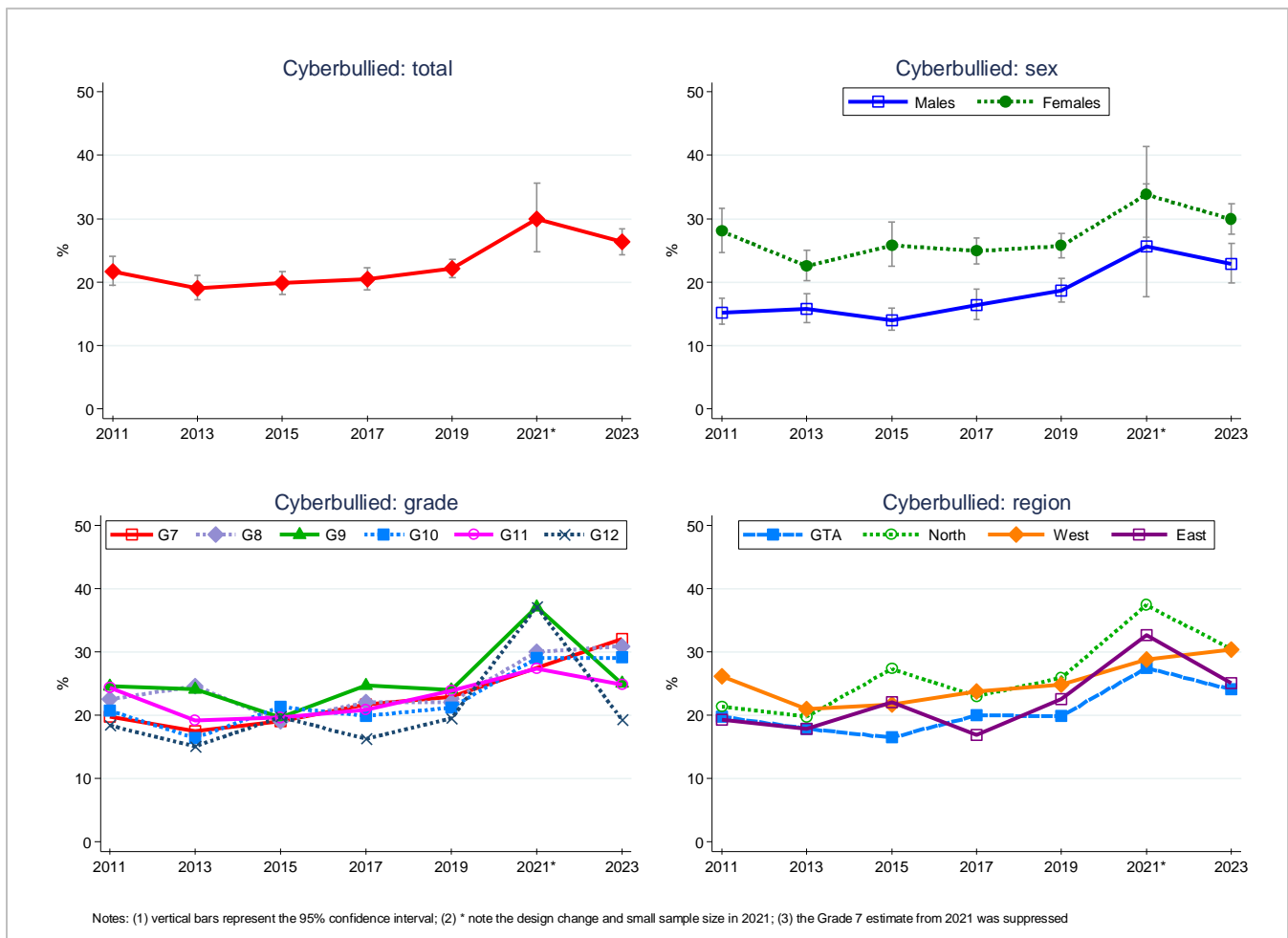


Table 3.4.1 Percentage Reporting Being Bullied in Any Way at School During the School Year, 2003–2023 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	32.7 (30.6-34.9)	30.9 (29.0-32.8)	29.9 (27.8-32.0)	28.9 (27.0-31.0)	28.6 (25.8-31.5)	25.0 (22.7-27.5)	23.6 (21.5-25.8)	21.0 (19.3-22.9)	22.9 (21.4-24.5)	21.3 (15.9-27.9)	24.5 ^{cde} (22.5-26.5)
Sex											
Males	35.3 (32.4-38.3)	27.8 (25.4-30.4)	27.7 (25.1-30.4)	26.5 (23.7-29.5)	25.8 (23.0-28.8)	22.2 (19.3-25.3)	19.6 (17.2-22.2)	17.7 (15.4-20.4)	20.5 (18.6-22.5)	18.4 (12.1-26.8)	23.5 ^c (20.5-26.8)
Females	30.3 (27.4-33.4)	34.0 (31.3-36.9)	32.1 (29.1-35.2)	31.4 (29.1-33.8)	31.3 (27.7-35.2)	28.1 (25.1-31.3)	27.8 (24.7-31.1)	24.5 (21.4-28.0)	25.4 (23.3-27.6)	23.9 (16.7-33.0)	25.4 (22.9-28.1)
Grade											
7	47.1 (39.2-55.0)	38.3 (33.0-43.8)	34.2 (28.4-40.5)	31.6 (26.8-36.9)	30.4 (24.0-37.7)	31.6 (25.2-38.8)	26.3 (20.6-32.8)	27.4 (23.5-31.7)	29.2 (25.4-33.4)	18.3 (9.6-32.2)	37.3 (30.6-44.6)
8	38.7 (33.2-44.6)	41.2 (37.0-45.6)	34.8 (29.4-40.5)	31.5 (27.4-36.0)	32.7 (28.3-37.5)	34.5 (29.4-40.0)	27.2 (21.2-34.2)	28.8 (24.7-33.3)	28.2 (24.6-32.2)	30.7 (17.4-48.4)	30.7 (25.5-36.4)
9	32.8 (28.6-37.2)	34.6 (30.7-38.7)	36.7 (31.7-42.0)	32.6 (27.6-38.1)	30.5 (27.1-34.2)	28.7 (24.2-33.6)	21.1 (17.6-25.1)	22.7 (19.5-26.4)	22.5 (19.6-25.8)	†	21.7 ^c (17.2-26.8)
10	32.6 (27.9-37.5)	26.3 (22.5-30.4)	33.0 (28.8-37.4)	32.8 (28.4-37.6)	33.0 (26.7-40.1)	22.6 (18.3-27.7)	25.3 (21.4-29.8)	20.6 (15.3-27.0)	22.2 (19.2-25.5)	19.7 (11.1-32.6)	23.8 ^c (19.9-28.3)
11	28.7 (24.2-33.7)	25.9 (22.7-29.4)	24.3 (20.9-28.0)	25.2 (21.4-29.5)	27.1 (21.7-33.3)	24.2 (19.3-29.8)	18.5 (14.9-22.7)	18.3 (13.7-23.9)	19.8 (16.6-23.4)	†	21.9 (17.0-27.8)
12	19.8 (16.4-23.7)	20.6 (16.6-25.2)	19.2 (15.6-23.4)	22.6 (18.6-27.3)	21.5 (17.9-25.6)	16.6 (13.3-20.5)	23.8 (19.9-28.2)	15.0 (11.3-19.6)	20.1 (17.2-23.4)	†	16.7 (13.3-20.7)
Region											
GTA	27.5 (24.8-30.3)	27.1 (24.5-29.8)	27.3 (23.8-31.2)	25.1 (22.6-27.8)	23.7 (21.2-26.4)	22.7 (20.5-25.0)	20.8 (18.4-23.4)	18.9 (16.7-21.4)	21.5 (19.5-23.7)	†	22.9 (20.2-26.0)
North	38.1 (33.7-42.7)	32.2 (27.6-37.2)	30.3 (24.8-36.5)	32.1 (26.8-37.8)	29.2 (24.0-34.9)	29.6 (24.1-35.8)	27.7 (24.5-31.2)	21.9 (18.2-26.1)	24.3 (19.8-29.5)	34.8 (17.8-56.7)	26.8 (19.7-35.2)
West	36.8 (31.8-42.2)	33.6 (29.7-37.8)	32.8 (28.7-37.2)	32.9 (29.1-37.0)	34.7 (29.0-40.8)	28.7 (23.3-34.8)	25.4 (20.7-30.8)	25.3 (22.0-29.0)	23.5 (19.9-27.5)	22.8 (13.9-35.0)	27.0 ^c (22.8-31.7)
East	36.2 (31.4-41.3)	34.4 (30.4-38.7)	30.9 (27.3-34.7)	29.5 (25.2-34.2)	30.1 (25.9-34.7)	22.6 (17.2-29.1)	26.0 (20.9-31.9)	21.2 (17.0-26.0)	24.3 (21.6-27.3)	24.2 (15.1-36.3)	24.1 ^c (20.6-28.0)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) †=estimate suppressed due to unreliability; (6) note the design change and small sample size in 2021; (7) no significant differences, 2023 vs. 2021 or 2023 vs. 2019; ^c 2023 vs. 2003 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “Bullying is when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose. Since the beginning of the school year, in what way were you bullied the most at school?” (Bullying victimization is defined here as being bullied through either physical attacks, verbal attacks, or theft/vandalism.)

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.4.2 Percentage Reporting Bullying Others in Any Way at School During the School Year, 2003–2023 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	29.7 (27.6-32.0)	27.3 (25.2-29.5)	24.7 (22.8-26.7)	25.1 (23.2-27.2)	20.7 (16.9-25.2)	16.0 (14.4-17.8)	13.1 (11.5-14.8)	11.1 (10.0-12.4)	10.4 (9.3-11.6)	3.5 (2.2-5.6)	11.6 ^{acde} (10.0-13.4)
Sex											
Males	34.9 (31.7-38.3)	29.4 (26.9-32.0)	26.0 (23.4-28.8)	28.1 (25.3-31.2)	18.6 (16.3-21.2)	17.5 (15.0-20.5)	14.6 (12.2-17.3)	12.0 (10.2-14.0)	12.3 (10.7-14.1)	†	13.2 ^c (11.0-15.8)
Females	25.1 (22.3-28.0)	25.2 (22.4-28.1)	23.4 (20.8-26.2)	22.1 (19.7-24.7)	22.8 (17.0-30.0)	14.3 (12.0-16.9)	11.5 (9.5-13.9)	10.2 (8.9-11.6)	8.4 (7.2-9.7)	3.9 (2.2-6.8)	9.9 ^{ac} (8.2-11.9)
Grade											
7	31.7 (25.6-38.6)	26.1 (21.0-31.9)	17.2 (13.6-21.4)	21.3 (17.5-25.8)	13.9 (10.5-18.1)	12.7 (8.9-17.9)	7.6 (4.6-12.2)	11.1 (7.9-15.4)	9.6 (7.4-12.4)	†	12.3 ^c (7.6-19.3)
8	32.2 (25.9-39.3)	30.4 (22.5-40.0)	30.4 (25.0-36.3)	25.2 (20.3-31.0)	22.1 (17.8-27.0)	20.2 (15.8-25.5)	16.9 (11.6-23.8)	13.2 (9.9-17.4)	11.2 (8.5-14.4)	†	14.4 ^c (10.4-19.5)
9	32.7 (28.8-36.8)	29.3 (25.7-33.3)	25.9 (21.6-30.6)	23.9 (20.2-28.1)	21.4 (14.0-31.3)	17.6 (14.3-21.4)	11.4 (8.5-15.2)	12.6 (9.9-15.8)	11.1 (8.7-14.1)	†	8.7 ^c (6.4-11.7)
10	30.5 (26.8-34.6)	26.4 (22.4-30.8)	27.8 (23.6-32.4)	26.8 (23.3-30.5)	24.9 (21.2-29.0)	18.7 (15.4-22.6)	14.6 (11.4-18.5)	11.3 (8.1-15.4)	10.4 (8.3-13.1)	†	14.6 ^c (11.0-19.0)
11	29.4 (25.7-33.4)	30.1 (26.4-34.0)	24.7 (21.8-27.9)	27.0 (23.1-31.3)	22.3 (13.9-33.8)	15.5 (12.0-19.8)	10.8 (8.4-13.8)	8.8 (6.1-12.4)	10.8 (8.7-13.5)	†	10.9 ^c (7.8-15.2)
12	22.1 (17.5-27.5)	22.2 (18.6-26.3)	22.2 (18.4-26.5)	25.7 (21.4-30.5)	18.7 (14.6-23.6)	12.7 (9.3-17.0)	15.7 (12.8-19.1)	10.8 (8.4-13.6)	9.3 (7.2-11.9)	†	9.5 ^c (7.1-12.4)
Region											
GTA	25.9 (23.2-28.8)	25.6 (23.2-28.1)	25.0 (22.1-28.1)	24.2 (21.2-27.5)	16.5 (14.1-19.2)	15.5 (13.1-18.1)	12.7 (10.6-15.0)	12.2 (10.7-14.0)	9.7 (8.2-11.4)	†	10.3 ^c (8.6-12.2)
North	36.0 (31.2-41.2)	26.6 (22.7-31.0)	25.4 (20.5-31.0)	27.8 (21.6-35.0)	19.6 (14.7-25.6)	16.2 (11.8-21.8)	14.1 (11.2-17.6)	10.4 (7.5-14.1)	8.5 (6.0-11.9)	†	9.9 ^c (6.8-14.0)
West	32.7 (28.5-37.3)	31.0 (27.1-35.2)	26.8 (22.6-31.5)	29.0 (25.0-33.5)	28.2 (19.3-39.1)	18.4 (15.0-22.3)	13.1 (9.9-17.2)	11.3 (9.3-13.7)	11.4 (8.9-14.6)	†	14.4 ^c (10.3-19.7)
East	31.6 (26.1-37.6)	27.3 (21.9-33.4)	22.2 (19.0-25.8)	21.3 (17.9-25.1)	19.9 (16.8-23.4)	13.2 (11.1-15.5)	13.7 (10.3-17.9)	7.8 (6.0-10.2)	10.9 (9.1-13.2)	†	11.2 ^c (8.1-15.3)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) †=estimate suppressed due to unreliability; (6) note the design change and small sample size in 2021; (7) ^a 2023 vs. 2021 significant difference, p<.01; ^c 2023 vs. 2003 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “Bullying is when one or more people tease, hurt or upset a weaker person on purpose, again and again. It is also bullying when someone is left out of things on purpose. Since the beginning of the school year, in what way did you bully other students the most at school?” (Bullying others is defined here as bullying through either physical attacks, verbal attacks, or stealing/vandalizing someone’s property.)

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.4.3 Percentage Reporting Being Cyberbullied in the Past Year, 2011–2023 OSDUHS

	2011	2013	2015	2017	2019	2021	2023
(n)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	21.6 (19.5-24.0)	19.0 (17.2-21.0)	19.8 (18.0-21.7)	20.5 (18.8-22.3)	22.1 (20.7-23.6)	29.9 (24.8-35.6)	26.3 ^{bcd} (24.3-28.4)
Sex							
Males	15.2 (13.3-17.4)	15.8 (13.6-18.2)	14.0 (12.4-15.9)	16.4 (14.1-18.9)	18.6 (16.8-20.6)	25.6 (17.7-35.5)	22.8 ^c (19.8-26.1)
Females	28.0 (24.6-31.6)	22.5 (20.2-25.0)	25.8 (22.5-29.5)	24.9 (22.9-26.9)	25.7 (23.8-27.7)	33.8 (27.0-41.4)	29.9 ^b (27.5-32.3)
Grade							
7	19.8 (15.9-24.3)	17.5 (13.8-22.0)	19.0 (13.4-26.2)	21.7 (17.8-26.2)	22.9 (19.9-26.1)	†	32.0 ^{bc} (25.6-39.0)
8	22.5 (17.7-28.1)	24.6 (18.5-32.0)	19.0 (15.0-23.8)	22.1 (18.2-26.5)	22.1 (19.0-25.4)	30.0 (18.6-44.4)	30.9 ^b (25.7-36.6)
9	24.6 (19.8-30.2)	24.1 (20.0-28.6)	19.7 (16.4-23.4)	24.7 (20.0-30.2)	24.0 (20.9-27.5)	37.1 (24.2-52.0)	25.0 (21.4-29.1)
10	20.7 (17.9-23.8)	16.4 (12.5-21.4)	21.3 (17.8-25.4)	19.9 (15.3-25.6)	21.2 (18.4-24.4)	29.0 (17.9-43.4)	29.1 ^{bc} (25.0-33.5)
11	24.4 (20.2-29.2)	19.2 (15.5-23.5)	19.7 (16.0-24.0)	20.9 (13.7-30.6)	23.9 (21.2-26.8)	27.4 (15.0-44.8)	24.8 (20.3-30.0)
12	18.4 (15.2-22.0)	15.1 (12.3-18.4)	19.7 (15.5-24.7)	16.3 (13.0-20.2)	19.5 (16.4-23.0)	37.1 (23.2-53.5)	19.3 ^a (16.4-22.5)
Region							
Greater Toronto Area	19.8 (17.3-22.7)	17.9 (15.7-20.4)	16.5 (14.5-18.7)	20.0 (17.4-22.8)	19.9 (18.1-21.8)	27.5 (16.5-42.2)	24.1 ^b (21.5-26.9)
North	21.4 (17.7-25.5)	19.8 (15.2-25.4)	27.3 (23.2-31.8)	23.0 (20.1-26.2)	25.9 (22.2-30.0)	37.4 (21.0-57.4)	30.4 ^c (21.7-40.9)
West	26.2 (21.9-31.0)	21.0 (16.9-25.8)	21.7 (18.2-25.7)	23.8 (21.0-26.8)	24.8 (21.7-28.1)	28.8 (21.6-37.4)	30.3 (25.7-35.3)
East	19.3 (15.7-23.5)	17.9 (15.7-20.3)	22.1 (17.0-28.1)	16.9 (13.9-20.3)	22.6 (19.6-25.8)	32.7 (25.9-40.4)	25.1 (21.4-29.2)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2011 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “In the last 12 months, how often did other people bully or pick on you electronically or through the Internet? (Count being bullied through texting, Instagram, Facebook, or other social media.)”

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.4.4 Percentage Reporting Cyberbullying Others in the Past Year, 2017–2023 OSDUHS

	2017	2019	2021	2023
(n)	(6364)	(7617)	(1118)	(5091)
Total (95% CI)	9.7 (8.3-11.3)	11.0 (9.9-12.2)	13.8 (8.9-20.8)	16.3^{bcd} (14.6-18.0)
Sex				
Males	9.7 (8.2-11.5)	12.7 (11.1-14.4)	20.2 (11.6-32.8)	19.3^{bc} (16.8-22.2)
Females	9.7 (7.8-11.9)	9.3 (8.1-10.7)	8.1 (5.2-12.4)	13.2^{bc} (11.2-15.5)
Grade				
7	9.8 (7.3-13.1)	9.4 (7.4-11.8)	†	18.5^{bc} (13.7-24.6)
8	9.2 (6.8-12.3)	10.5 (8.2-13.5)	†	20.6^{bc} (15.9-26.2)
9	9.3 (7.2-12.0)	12.8 (10.2-16.0)	†	15.9^c (12.4-20.1)
10	11.3 (7.9-15.8)	9.7 (8.0-11.8)	†	18.4^{bc} (15.2-22.0)
11	10.0 (7.6-13.1)	13.1 (11.1-15.4)	†	15.9 (12.2-20.6)
12	8.7 (5.7-13.0)	10.1 (8.0-12.8)	†	10.6 (8.0-13.8)
Region				
Greater Toronto Area	10.3 (8.2-13.0)	11.5 (9.6-13.7)	15.8 (9.0-26.4)	15.7^{bc} (13.6-18.1)
North	9.5 (7.2-12.4)	9.7 (7.2-13.0)	†	14.7 (10.9-19.5)
West	10.0 (7.9-12.6)	11.5 (9.4-13.9)	†	19.2^{bc} (15.2-24.0)
East	7.3 (5.3-10.0)	10.2 (8.5-12.2)	†	14.0^c (11.4-17.1)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2017 significant difference, p<.01; ^d significant linear trend, p<.01.

Q: "In the last 12 months, how often did you bully or pick on other people electronically or through the Internet? (Count bullying others through texting, Instagram, Facebook, or other social media.)"

Source: OSDUHS, Centre for Addiction and Mental Health

3.5 GAMBLING, VIDEO GAMING, AND SOCIAL MEDIA USE

3.5.1 Gambling

(Figures 3.5.1–3.5.4; Table 3.5.1)

The 2023 OSDUHS asked students about gambling in the past year. Specifically, students were asked about any online gambling, gambling during video game playing, and gambling at any other activity. The three questions asked were “*In the last 12 months, how many times did you bet money...*”

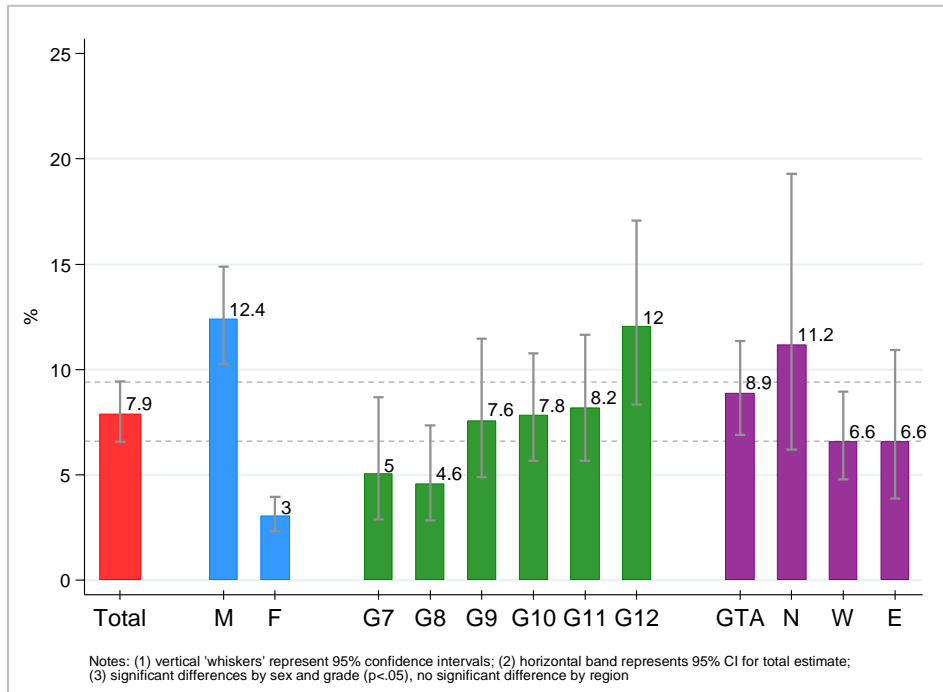
- *...on any online game (such as online poker, online casino games, online sports gambling including online lotteries or fantasy sports pools)?*
- *...while playing video games (spent real money to buy loot boxes, keys or in-game currency, or engaged in skins betting)?*
- *...in any other way (such as card games, dice, lotteries, scratch cards, etc.)?*

Online Gambling

2023 (Grades 7–12):

- About 7.9% of students report betting money on any online game (such as online casino games, online sports betting) at least once in the past year.
- Males (12.4%) are significantly more likely than females (3.0%) to report any online gambling.
- There is significant variation by grade level, increasing from 5.0% of 7th graders to 12.0% of 12th graders.
- There is no significant regional variation.

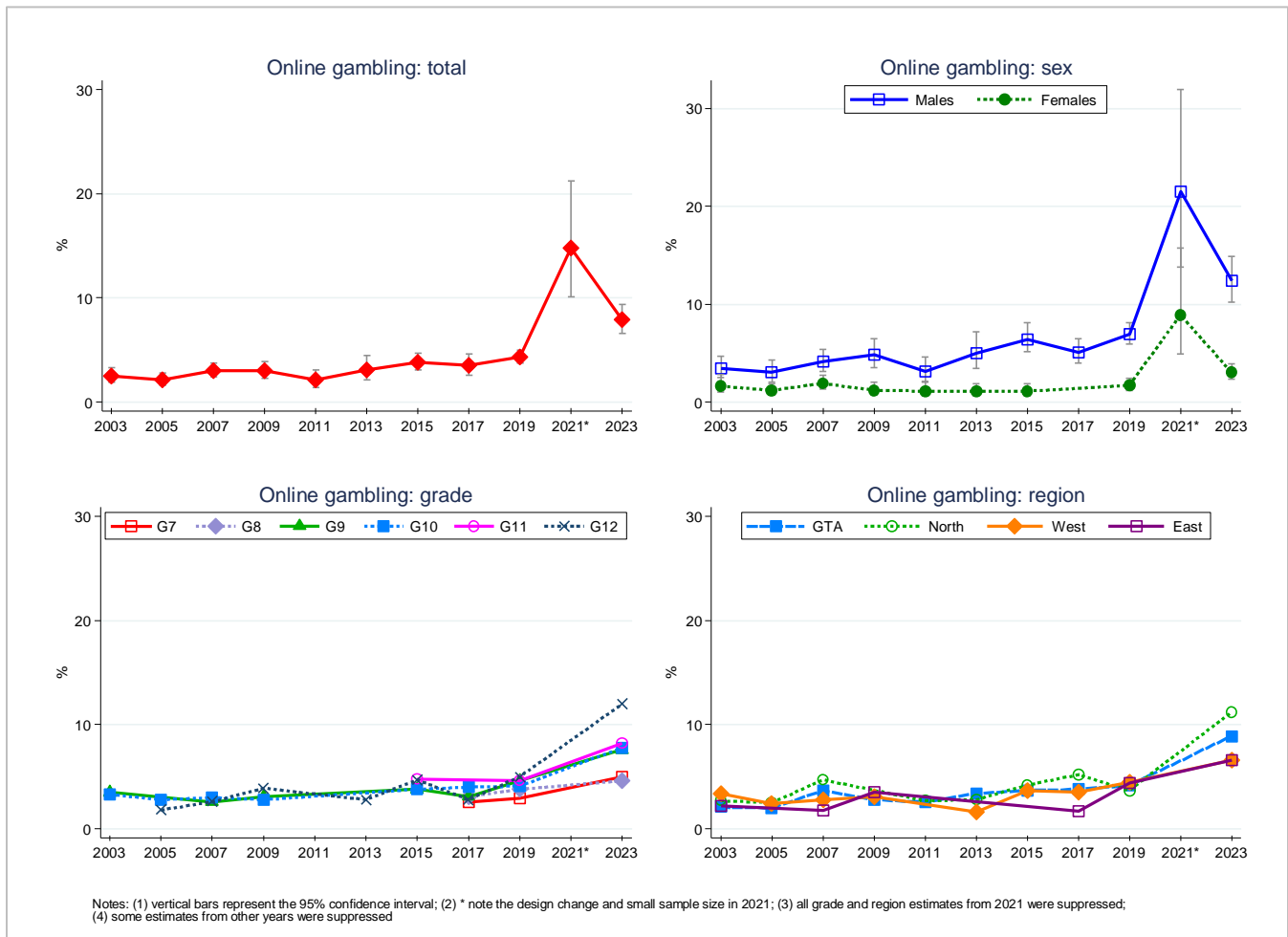
Figure 3.5.1
Percentage Reporting Any Online Gambling at Least Once in the Past Year by Sex, Grade, and Region, 2023 OSDUHS



2003–2023 (Grades 7–12):

- The percentage of students reporting any online gambling in the past year significantly decreased between 2021 and 2023, from 14.8% to 7.9%. However, despite this decrease, the current estimate remains higher than all estimates seen between 2003 and 2019 (about 2%-4%).
- Among males, the percentage reporting online gambling remained stable between 2021 and 2023 (despite a numerical decrease). However, the current estimate is significantly higher than all estimates seen between 2003 and 2019 (about 2%-4%).
- Among females, online gambling significantly decreased between 2021 and 2023. However, the current estimate is significantly higher than most estimates seen between 2003 and 2019.
- Among the grades, 12th graders show a significant increase over time.
- Students in the Greater Toronto Area, the North region, and the East region show a significant increase over time.

Figure 3.5.2
Percentage Reporting Any Online Gambling at Least Once in the Past Year, 2003-2023 OSDUHS



Gambling While Video Gaming

2023 (Grades 7–12):

- About one-quarter (23.6%) of students report gambling while playing a video game in the past year (that is, spent real money to buy loot boxes, keys or in-game currency, or engaged in skins betting).
- Males (34.5%) are significantly more likely than females (11.8%) to report gambling while video gaming.
- There is no significant variation by grade.
- There is no significant variation by region.

Other Gambling Activity

2023 (Grades 7–12):

- About 15.5% of students report gambling in other ways, such as card games, dice, lotteries, scratch cards, during the past year.
- Males (19.0%) are significantly more likely than females (11.6%) to report gambling in other ways.
- There is no significant variation by grade.
- There is no significant variation by region.

Figure 3.5.3
Percentage Reporting Gambling While Playing a Video Game at Least Once in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

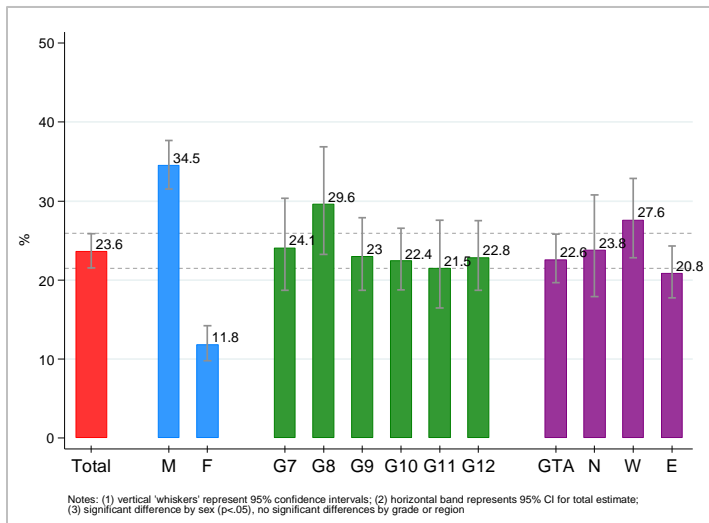


Figure 3.5.4
Percentage Reporting Gambling in Any Other Activity in the Past Year by Sex, Grade, and Region, 2023 OSDUHS

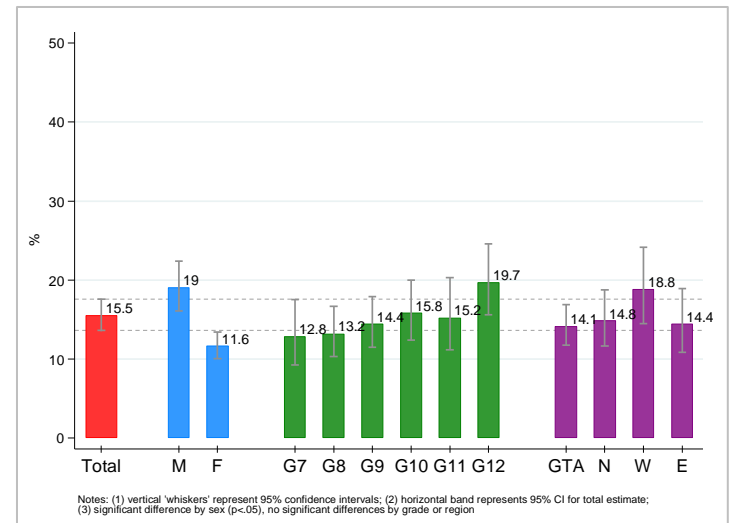


Table 3.5.1 Percentage Reporting Any Online Gambling in the Past Year, 2003–2023 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5054)
Total (95% CI)	2.5 (1.9-3.3)	2.1 (1.6-2.8)	3.0 (2.4-3.7)	3.0 (2.3-3.9)	2.1 (1.4-3.1)	3.1 (2.1-4.5)	3.8 (3.1-4.7)	3.5 (2.6-4.6)	4.3 (3.7-5.0)	14.8 (10.1-21.2)	7.9 ^{abcde} (6.6-9.4)
Sex											
Males	3.4 (2.5-4.7)	3.0 (2.0-4.3)	4.1 (3.1-5.4)	4.8 (3.5-6.5)	3.1 (2.0-4.6)	5.0 (3.4-7.2)	6.4 (5.1-8.1)	5.1 (4.0-6.5)	6.9 (5.9-8.1)	21.5 (13.8-31.9)	12.4 ^{bc} (10.2-14.9)
Females	1.6 (1.0-2.8)	1.2 (0.7-1.9)	1.9 (1.3-2.7)	1.2 (0.7-2.0)	1.1 (0.6-2.1)	1.1 (0.6-1.9)	1.1 (0.6-1.9)	†	1.7 (1.2-2.4)	8.9 (4.9-15.7)	3.0 ^{ab} (2.3-3.9)
Grade											
7	†	†	†	†	†	†	†	2.6 (1.4-4.6)	2.9 (1.9-4.5)	†	5.0 (2.9-8.7)
8	†	†	†	†	†	†	†	3.1 (1.7-5.8)	3.8 (2.6-5.5)	†	4.6 (2.8-7.3)
9	3.5 (2.0-6.1)	†	2.6 (1.5-4.6)	3.1 (1.7-5.4)	†	†	3.8 (2.4-5.9)	3.1 (2.1-4.7)	4.6 (3.3-6.3)	†	7.6 (4.9-11.5)
10	3.3 (1.9-5.5)	2.8 (1.7-4.6)	3.0 (1.9-4.8)	2.8 (1.7-4.5)	†	†	3.8 (2.5-5.8)	4.0 (2.3-6.8)	4.1 (2.8-6.1)	†	7.8 ^{bc} (5.7-10.8)
11	†	†	†	†	†	†	4.8 (3.2-7.1)	†	4.6 (3.2-6.6)	†	8.2 (5.7-11.6)
12	†	1.8 (1.0-3.2)	2.6 (1.5-4.4)	3.9 (2.3-6.4)	†	2.8 (1.7-4.7)	4.7 (3.1-7.0)	2.8 (1.8-4.4)	5.0 (3.7-6.8)	†	12.0 ^b (8.3-17.1)
Region											
GTA	2.1 (1.3-3.4)	2.0 (1.3-3.0)	3.7 (2.6-5.3)	2.8 (1.9-4.4)	2.6 (1.6-4.1)	3.4 (2.4-4.7)	3.7 (2.9-4.7)	3.8 (2.4-6.0)	4.2 (3.4-5.3)	†	8.9 ^{bc} (6.9-11.4)
North	2.7 (1.6-4.4)	2.5 (1.4-4.3)	4.7 (2.8-8.0)	†	2.7 (1.8-4.1)	2.8 (1.7-4.6)	4.2 (2.8-6.2)	5.2 (3.8-7.3)	3.7 (2.3-5.7)	†	11.2 ^{bc} (6.2-19.3)
West	3.4 (2.1-5.5)	2.4 (1.6-3.7)	2.8 (2.0-3.9)	3.1 (2.2-4.3)	†	1.6 (0.8-3.0)	3.7 (2.5-5.5)	3.5 (2.2-5.4)	4.5 (3.3-6.0)	†	6.6 (4.8-9.0)
East	2.2 (1.3-3.8)	†	1.8 (1.1-3.0)	3.5 (2.0-6.3)	†	†	†	1.7 (1.2-2.6)	4.4 (3.5-5.6)	†	6.6 ^c (3.9-10.9)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) GTA=Greater Toronto Area; (5) †=estimate suppressed due to unreliability; (6) note the design change and small sample size in 2021; (7) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2003 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: In 2023, the question was "In the last 12 months, how many times did you bet money on any online game (such as online poker, online casino games, online sports gambling including online lotteries or fantasy sports pools?" In 2021, the question was "In the last 12 months, how many times did you bet money on any online game (such as online poker, online sports lotteries)?" In 2019 and 2017, five questions were used to measure any online gambling: "In the past 12 months, how often did you bet money on poker online? ...bet money on bingo online? ...bet money on sports betting online? ...bet money on other online games? ...buy lottery tickets online?" In 2015 and earlier cycles, the question was "In the past 12 months, how often did you bet money over the Internet on any game?".

Source: OSDUHS, Centre for Addiction and Mental Health

3.5.2 Video Gaming

(Figures 3.5.5–3.5.8; Tables 3.5.2, 3.5.3)

Starting in 2007, the OSDUHS asked students about video gaming and related problems using the 9-item *Problem Video Game Playing* (PVP) scale.⁶ The scale measures the dimensions of preoccupation, tolerance, loss of control, withdrawal, escape, disregard for consequences, and disruption to family/school. The following nine questions were asked of students in grades 7–12:

- *When you were not playing video games, did you keep thinking about them (such as planning your next game, remembering past games)?*
- *Did you spend an increasing amount of time playing video games?*
- *Did you try to control, cut back, or stop playing video games, or play for longer than you planned to?*
- *Did you get restless or irritated when you could not play video games?*
- *Did you play video games more often when you felt bad (sad, angry or nervous) or had problems?*
- *When you lost in a game or did not get the results you wanted, did you play again to achieve your target?*
- *Did you skip school or work, or lie or steal, or argue with someone so that you could play video games?*
- *Did you ignore homework or go to bed late, or spend less time with family and friends because of your video game playing?*
- *Did you ever hide your video game playing from your family or friends?*

Each question referred to the past 12 months and each had the response options of *Yes* or *No*. Reporting five or more of the nine problem indicators was used to identify those with symptoms of a video gaming problem. Also included was a question about frequency of playing video games during the past 12 months, and a question about hours daily spent playing video games on days when one played.

Frequency of Playing Video Games

- Among students in grades 7–12, about 14.9% report that they do not play video games; 19.9% report playing three times a month or less often; 7.8% play once a week; 16.2% play two to three times a week; 12.9% play four to five times a week; and 28.1% play daily or almost daily.
- Males are about three times as likely as females to play video games daily (41.3% vs. 13.7%, respectively).
- Students in grades 11 and 12 are least likely to play daily compared with students in the younger grades (data not shown).
- There are no significant regional differences regarding the percentage that play daily (data not shown).

Usual Number of Hours per Day Spent Playing Video Games

- About 15.2% of students in grades 7–12 usually play video games for less than one hour a day; 15.5% play for about one hour; 21.0% play for two hours; 21.1% play for three to four hours; 8.4% play for five to six hours; and 3.7% play for seven or more hours a day.
- Males are significantly more likely than females to play video games for more hours per day. For example, 18.9% of males report playing video games for five hours or more daily, compared with 4.7% of females.
- There is no significant variation by grade.
- There is no significant variation by region.

⁶Tejeiro Salguero, R. A., & Morán, R. M. B. (2002). Measuring problem video game playing in adolescents. *Addiction*, 97(12), 1601-1606. <https://doi.org/10.1046/j.1360-0443.2002.00218.x>

Figure 3.5.5
Frequency of Playing Video Games in the Past Year, 2023 OSDUHS (Grades 7–12)

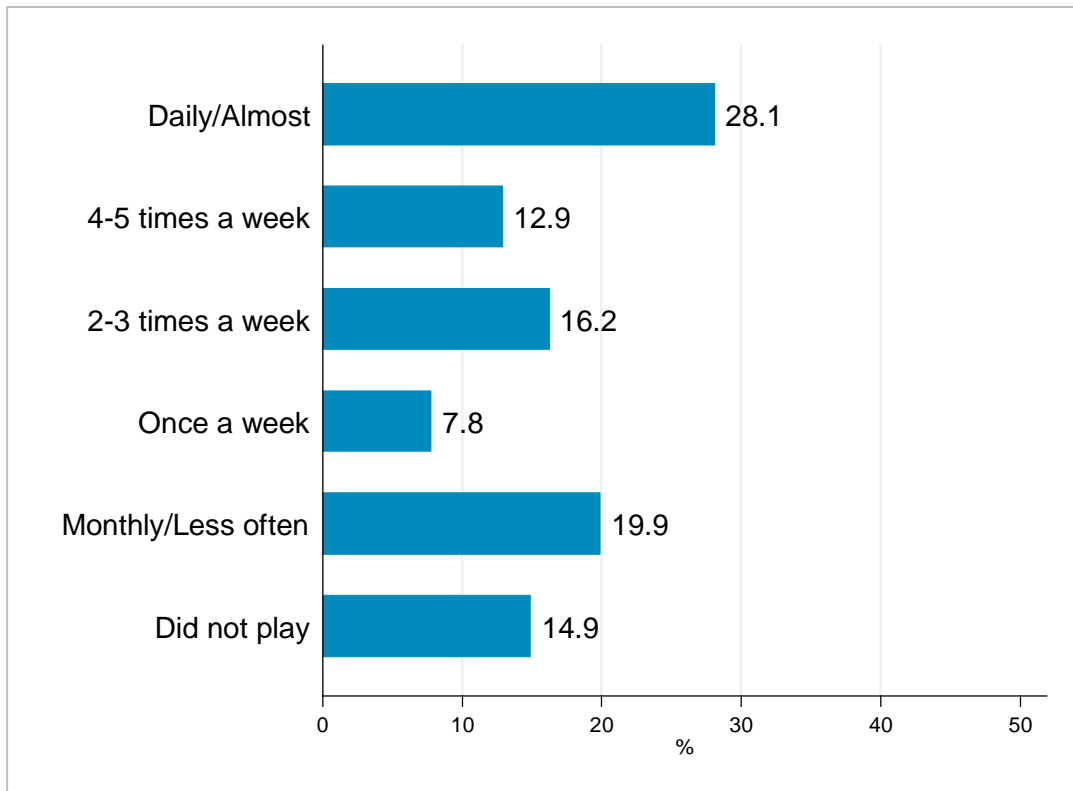
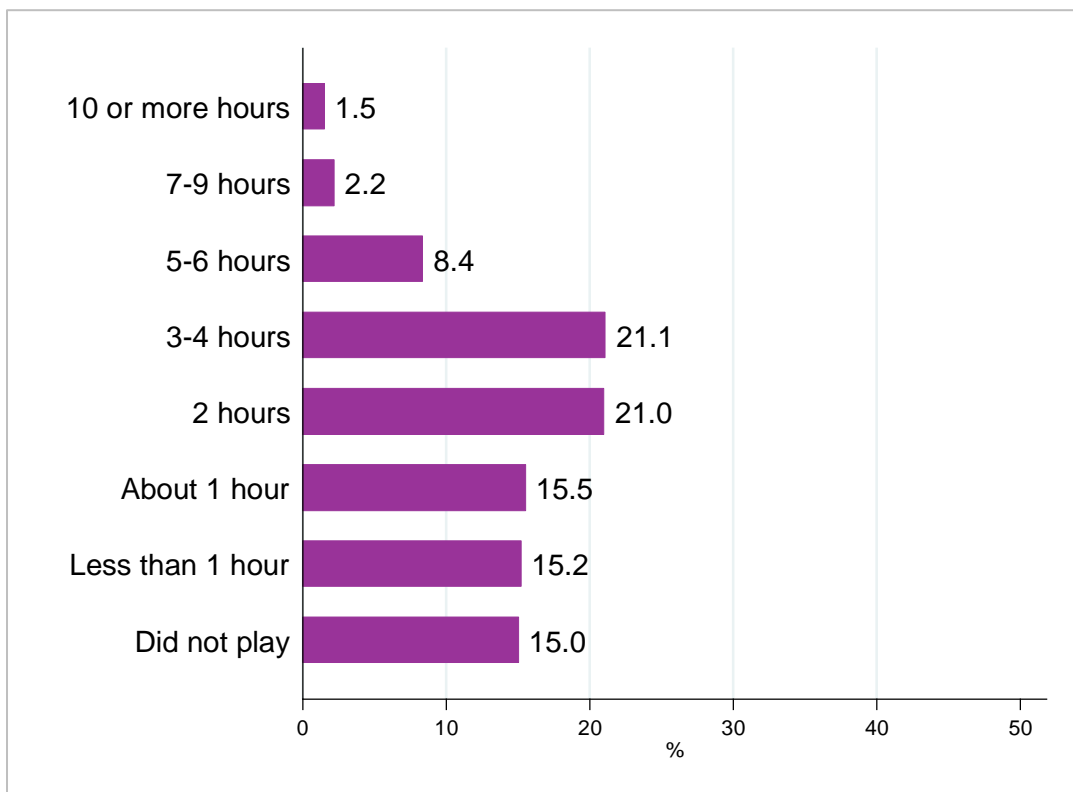


Figure 3.5.6
Usual Number of Hours per Day Spent Playing Video Games in the Past Year, 2023 OSDUHS (Grades 7–12)



Video Gaming Problems

2023 (Grades 7–12):

- Table 3.5.2 presents the percentage of students in grades 7–12 reporting each of the nine video gaming problem symptoms. Males are significantly more likely than females to report each symptom.
- About one-in-six (18.2%) students meet the criteria for a video gaming problem. When we look at only those students who played video games daily in the past year, one-third (35.3%) meet the criteria for a problem.
- Males are twice as likely as females to indicate a video gaming problem (24.5% vs. 11.5%, respectively).
- Despite some variation, there are no significant differences among the grades.
- Despite some variation, there are no significant differences among the four regions.

Figure 3.5.7
Percentage Classified as Having a Video Gaming Problem (PVP Scale) by Sex, Grade, and Region, 2023 OSDUHS

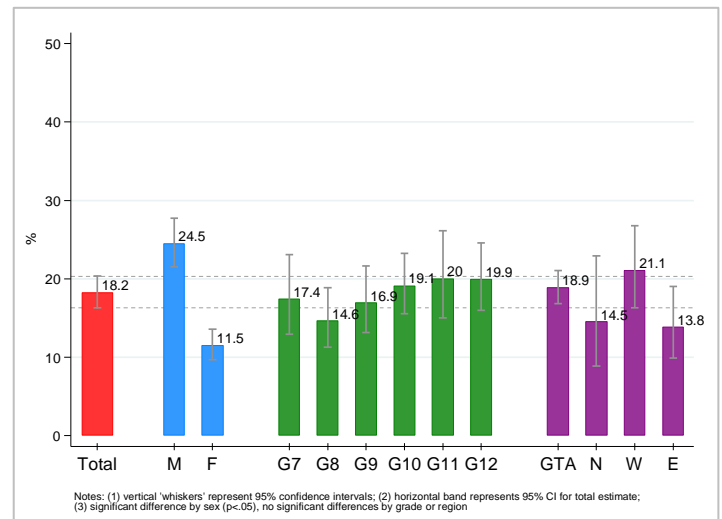


Table 3.5.2: Percentage of Students Reporting Symptoms of a Video Game Playing Problem in the Past Year as Measured by the *Problem Video Game Playing (PVP) Scale*, 2023 OSDUHS (Grades 7–12)

PVP Scale Item	Total Sample (n=5,054)	Males (n=2,201)	Females (n=2,849)
1. Kept thinking about playing video games, when not playing	29.2	40.1	17.4
2. Spent an increasing amount of time playing video games	22.8	30.9	14.1
3. Tried to control, cut back, stop playing video games, or played for longer than intended	34.5	44.3	23.8
4. Became restless or irritated when could not play video games	10.6	13.2	7.6
5. Played more often when felt bad (sad, angry or nervous) or had problems	31.0	39.3	22.1
6. When lost in a game or did not get the desired results, played again to achieve the target	50.2	64.4	34.8
7. Skipped school or work, or lied/stole/argued with someone in order to play	6.5	8.0	4.7
8. Ignored homework, went to bed late, or spent less time with family and friends because of video game playing	32.8	42.5	22.5
9. Hid video game playing from family or friends	13.2	15.8	10.3

Notes: (1) entries are the percentages responding “Yes”; (2) n=number of students surveyed; (3) based on a random half sample; (4) significant sex difference for each item, $p < .05$.

2007–2023 (Grades 7–12):

- The percentage of students classified as having a video gaming problem remained stable between 2021 (20.1%) and 2023 (18.2%). However, the current estimate of 18.2% is significantly higher than all prior estimates between 2007 and 2019.
- Males and females remained stable between 2021 and 2023. However, both males and females show significant increases since 2007, the first year of monitoring. The increase among females has occurred in recent years.

- Among the grades, students in grades 9-12 show significant increases since 2007, the first year of monitoring.
- Among the regions, students in the Greater Toronto Area and the West region show significant increases since 2007, the first year of monitoring.

Figure 3.5.8
Percentage Classified as Having a Video Gaming Problem (PVP Scale), 2007–2023 OSDUHS

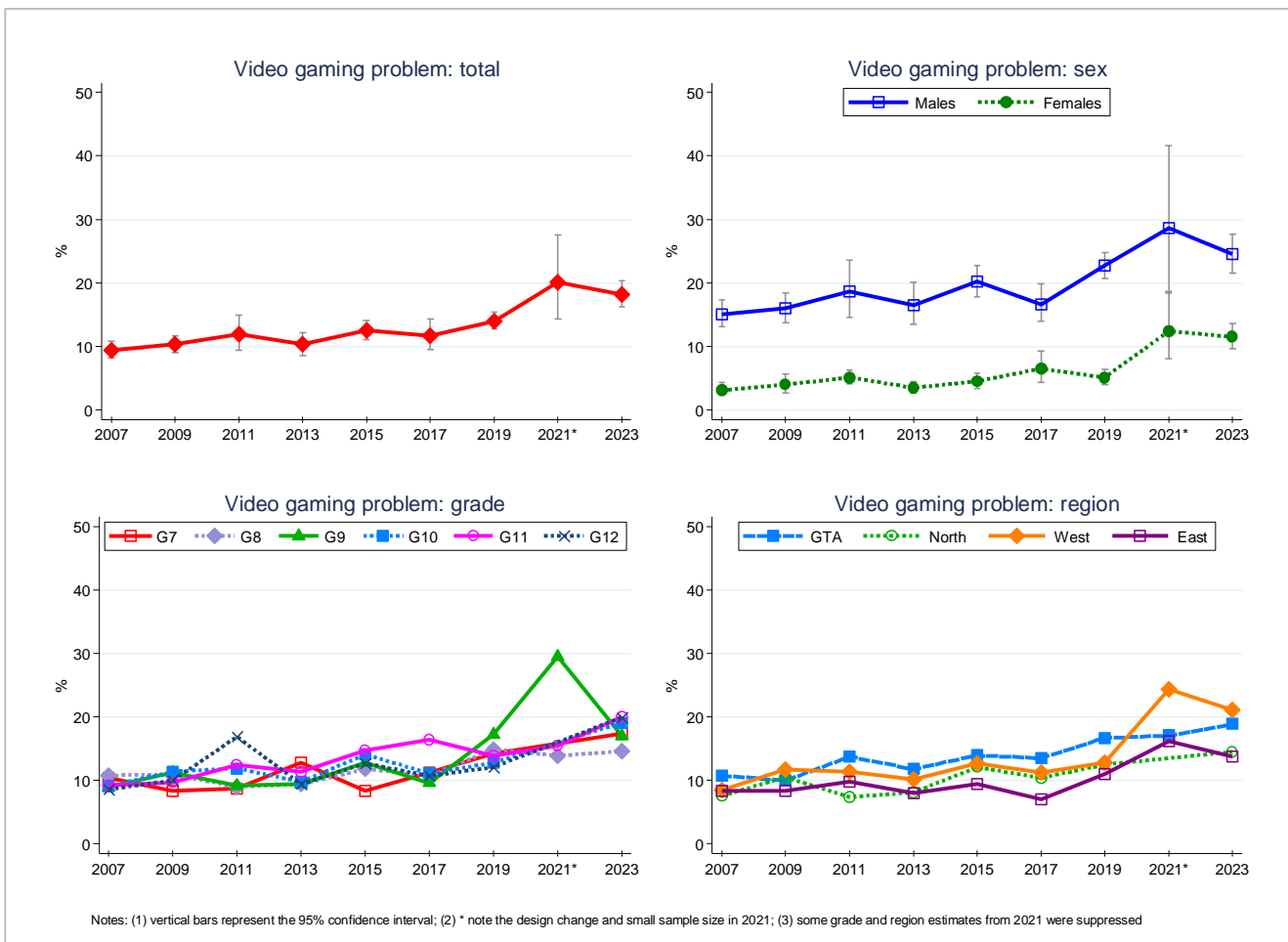


Table 3.5.3 Percentage Classified as Having a Video Gaming Problem (PVP Scale), 2007–2023 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	
	(n)	(2035)	(4261)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5054)
Total (95% CI)	9.4 (8.2-10.8)	10.3 (9.0-11.7)	11.9 (9.4-14.9)	10.3 (8.6-12.2)	12.5 (11.1-14.1)	11.7 (9.5-14.2)	14.0 (12.8-15.4)	20.1 (14.3-27.5)	18.2 (16.3-20.3)	
Sex										
Males	15.1 (13.1-17.3)	16.0 (13.7-18.4)	18.7 (14.5-23.6)	16.5 (13.5-20.1)	20.2 (17.8-22.7)	16.6 (13.9-19.8)	22.7 (20.7-24.8)	28.6 (18.4-41.6)	24.5 (21.5-27.7)	
Females	3.1 (2.3-4.3)	4.0 (2.7-5.7)	5.1 (4.1-6.3)	3.5 (2.7-4.5)	4.5 (3.4-5.8)	6.5 (4.4-9.3)	5.1 (4.0-6.4)	12.4 (8.1-18.6)	11.5 (9.6-13.6)	
Grade										
7	10.4 (6.9-15.3)	8.3 (5.0-13.4)	8.7 (6.3-11.8)	12.8 (9.9-16.4)	8.4 (6.1-11.5)	11.2 (8.3-15.0)	14.3 (11.1-18.2)	†	17.4 (12.9-23.1)	
8	10.8 (7.9-14.8)	10.9 (7.5-15.4)	9.0 (6.4-12.5)	9.4 (6.9-12.8)	11.8 (9.2-15.0)	10.8 (8.4-13.8)	14.9 (11.5-19.0)	13.9 (7.3-24.9)	14.6 (11.2-18.9)	
9	8.9 (6.4-12.2)	11.2 (7.9-15.6)	9.2 (6.3-13.1)	9.4 (6.9-12.6)	12.8 (10.4-15.6)	9.6 (7.4-12.3)	17.2 (14.4-20.5)	29.5 (19.2-42.5)	17.0 (13.1-21.6)	
10	9.1 (6.7-12.4)	11.4 (8.6-14.9)	11.9 (8.6-16.2)	9.8 (6.1-15.4)	14.1 (10.4-18.9)	11.1 (8.4-14.4)	12.8 (10.3-15.9)	†	19.1 (15.5-23.2)	
11	9.2 (6.7-12.7)	9.7 (6.8-13.5)	12.5 (9.3-16.5)	11.4 (8.1-15.8)	14.7 (10.9-19.6)	16.4 (11.5-22.9)	13.9 (11.2-17.1)	15.4 (9.0-25.2)	20.0 (15.0-26.1)	
12	8.6 (6.4-11.4)	10.0 (7.0-14.0)	16.9 (9.1-29.1)	9.4 (6.9-12.8)	12.7 (9.6-16.5)	10.7 (7.4-15.1)	12.0 (9.8-14.8)	†	19.9 (16.0-24.6)	
Region										
Greater Toronto Area	10.8 (8.8-13.2)	10.0 (8.3-12.0)	13.8 (11.1-17.1)	11.8 (9.9-13.9)	14.0 (11.8-16.6)	13.5 (10.0-17.9)	16.7 (14.8-18.8)	17.1 (9.0-30.2)	18.9 (16.8-21.0)	
North	7.6 (5.5-10.5)	10.5 (7.7-14.1)	7.4 (5.8-9.4)	8.1 (6.1-10.5)	12.1 (8.8-16.6)	10.4 (7.0-15.0)	12.5 (8.3-18.5)	†	14.5 (8.9-22.9)	
West	8.5 (6.6-10.9)	11.7 (9.2-14.9)	11.4 (5.5-22.3)	10.1 (6.8-14.9)	12.7 (9.9-16.0)	11.3 (9.0-14.1)	12.7 (9.9-16.3)	24.4 (14.1-38.9)	21.1 (16.3-26.8)	
East	8.3 (5.6-12.0)	8.3 (5.4-12.6)	9.8 (7.8-12.4)	8.0 (4.4-13.9)	9.4 (7.1-12.3)	7.0 (4.8-10.3)	11.0 (9.2-12.9)	16.2 (10.4-24.3)	13.8 (9.9-19.0)	

Notes: (1) "Video Gaming Problem" is defined as positive responses to five or more of the nine symptoms in the *Problem Video Game Playing (PVP) Scale*; (2) n=total number of students surveyed; (3) asked of a random half sample in each year; (4) entries in brackets are 95% confidence intervals; (5) †=estimate suppressed due to unreliability; (6) note the design change and small sample size in 2021; (7) no significant differences, 2023 vs. 2021; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2007 significant difference, p<.01; ^d significant linear trend, p<.01.

Source: OSDUHS, Centre for Addiction and Mental Health

3.5.3 Social Media Use

(Figures 3.5.9–3.5.12; Tables 3.5.4, 3.5.5)

Starting in 2013, the OSDUHS asked students how many hours per day they usually spend on social media, either posting or browsing. Social media was defined as “social network sites (such as Instagram, TikTok, Twitter, Facebook, etc.), and instant messengers (such as SnapChat, Whatsapp, Facebook messenger).” Here we focus on the percentage who report usually spending five hours or more daily on social media.

Starting in 2023, the OSDUHS asked students about problematic social media use using the *Social Media Disorder Scale*.⁷ This is a 9-item scale that measures problematic symptoms such as preoccupation, loss of control, escape, and conflict with family. The following nine questions were asked of students in grades 7–12:

In the last 12 months, have you....

- *...regularly found that you can't think of anything else but the moment that you will be able to use social media again?*
- *...regularly felt dissatisfied because you wanted to spend more time on social media?*
- *...often felt bad when you could not use social media?*
- *...tried to spend less time on social media, but failed?*
- *...regularly had no interest in hobbies or other activities because you would rather use social media?*
- *...regularly had arguments with others because of your social media use?*
- *...regularly lied to your parents or friends about the amount of time you spend on social media?*
- *...often used social media so you didn't have to think about unpleasant things?*
- *...had serious conflict with your parents, brother(s) or sister(s) because of your social media use?*

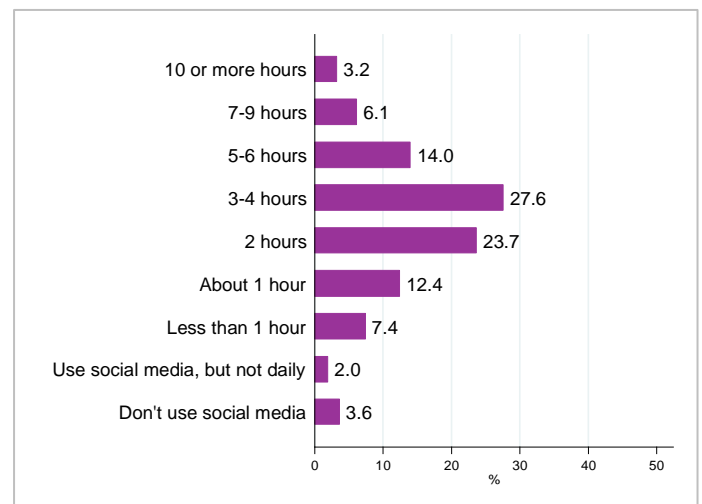
Each question had the response options of Yes or No. Reporting six or more of the nine problem indicators was used to identify those who experience problematic social media use.

Hours per Day Spent on Social Media

2023 (Grades 7–12):

- Most students use social media on a daily basis. About 3.6% do not use social media at all and a similar percentage (3.2%) are on social media at least 10 hours a day.
- About one-quarter (23.4%) of students usually spend five hours or more a day on social media.
- Females (31.2%) are twice as likely as males (15.9%) to spend five hours or more a day on social media.
- There is significant grade variation, with students in grade 9 (28.2%) most likely to spend five hours or more a day on social media.
- There is significant regional variation showing that students in the East region (18.6%) are least likely to spend five hours or more a day on social media.

Figure 3.5.9
Hours per Day Usually Spent on Social Media, 2023 OSDUHS (Grades 7–12)



⁷ van den Eijnden, R. J. J. M., Lemmens, J. S., & Valkenburg, P. M. (2016). The Social Media Disorder Scale. *Computers in Human Behavior*, 61, 478-487. <https://doi.org/https://doi.org/10.1016/j.chb.2016.03.038>

2013–2023 (Grades 7–12):

- The percentage of students who report spending five hours or more per day on social media significantly declined between 2021 (30.8%) and 2023 (23.4%). Despite this recent decline, the current estimate is significantly higher than all prior estimates seen since monitoring began in 2013 (when it was 10.7%).
- The increase in excessive social media use seen since 2013 is evident among all subgroups.

Figure 3.5.10
Percentage Reporting Usually Spending Five Hours or More per Day on Social Media by Sex, Grade, and Region, 2023 OSDUHS

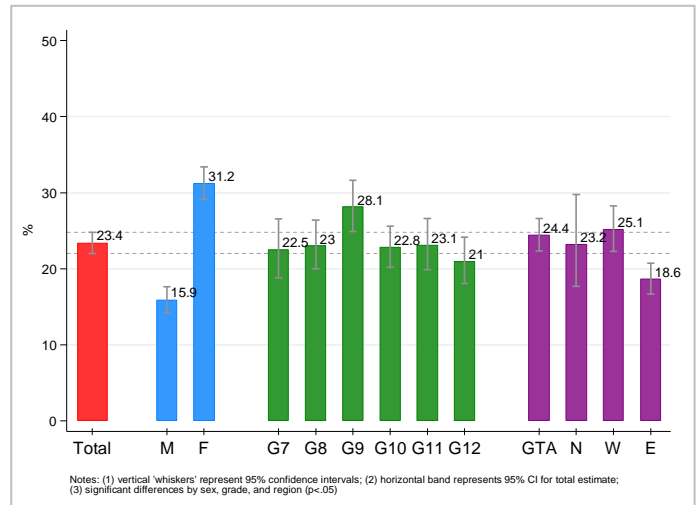
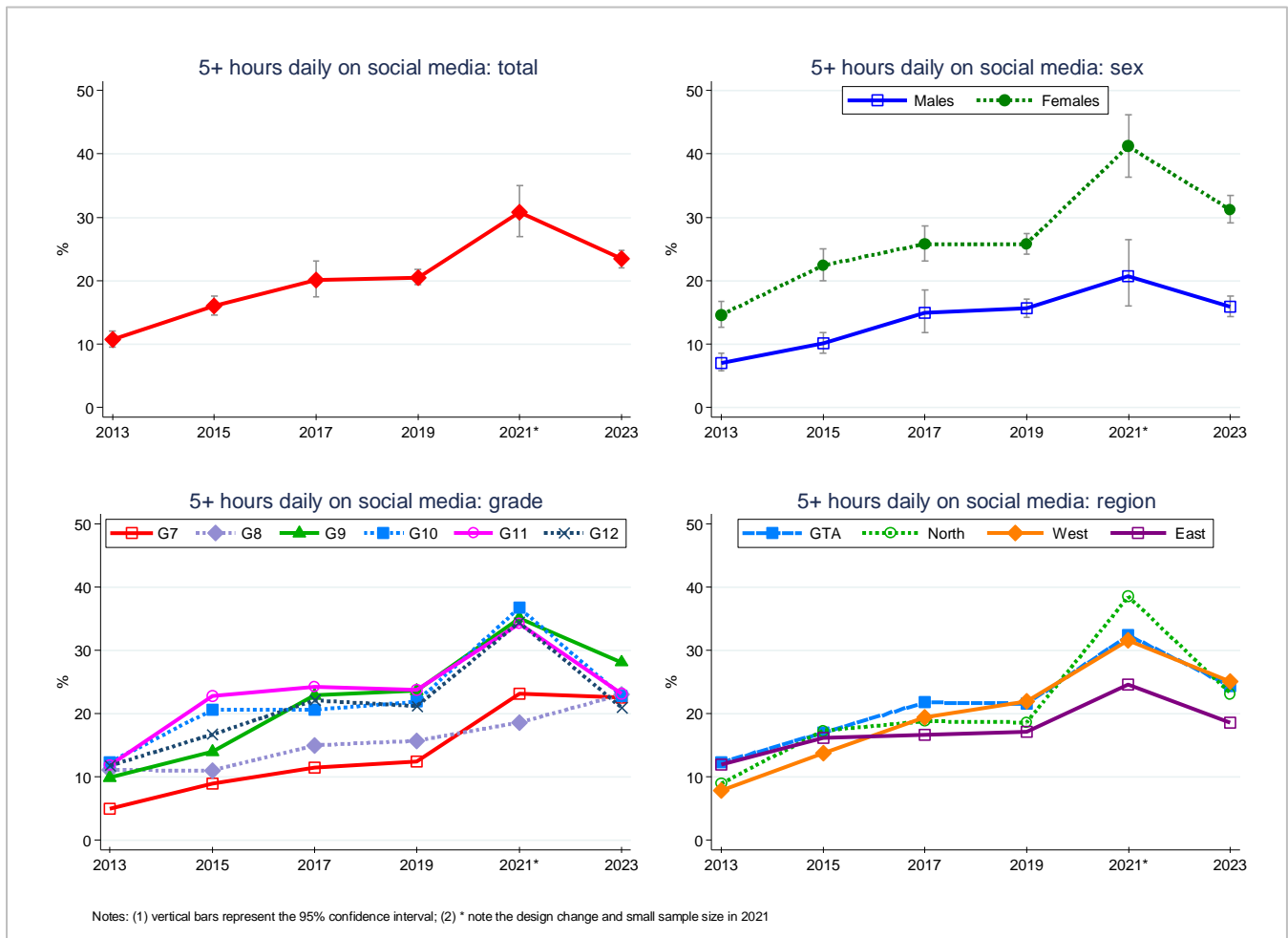


Figure 3.5.11
Percentage Reporting Usually Spending Five Hours or More per Day on Social Media, 2013–2023 OSDUHS



Problematic Social Media Use

2023 (Grades 7–12):

- As shown in Table 3.5.4, among the nine symptoms measured by the *Social Media Disorder Scale*, the most common are: unsuccessful attempts to spend less time on social media (44.5%), using social media to distract from unpleasant things (44.0%), and constantly thinking about going back on social media (21.8%).
- About one-in-eleven (8.8%) students meet the criteria for problematic social media use (that is, report six or more of the nine symptoms).
- Females are twice as likely as males to report problematic social media use (12.1% vs. 5.5%, respectively).
- There is significant grade variation, showing that problematic use declines with grade level (from a peak of 12.2% of 8th graders down to 5.5% of 12th graders).
- There is no significant regional variation.

Figure 3.5.12
Percentage Reporting Problematic Social Media Use by Sex, Grade, and Region, 2023 OSDUHS

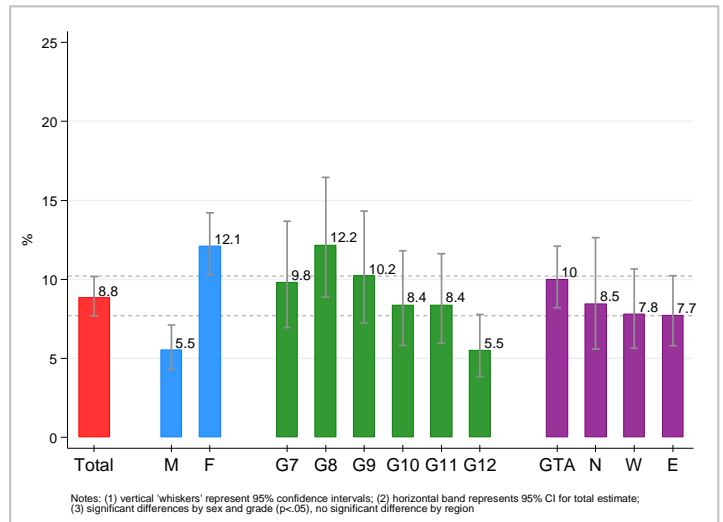


Table 3.5.4: Percentage of Students Reporting Symptoms of Problematic Social Media Use as Measured by the *Social Media Disorder Scale*, 2023 OSDUHS (Grades 7–12)

<i>Social Media Disorder Scale</i> Item	Total Sample (n=5,091)	Males (n=2,218)	Females (n=2,864)
1. Regularly can't think of anything else but when you will use social media again	21.8	18.2	25.4
2. Regularly felt dissatisfied because you wanted to spend more time on social media	19.0	13.3	24.6
3. Often felt bad when you could not use social media	18.0	13.7	22.3
4. Tried to spend less time on social media, but failed	44.5	33.8	55.1
5. Regularly had no interest in hobbies or other activities because you would rather use social media	19.4	13.4	25.5
6. Regularly had arguments with others because of your social media use	16.3	13.5	19.1
7. Regularly lied to parents or friends about the amount of time you spend on social media	17.0	12.8	21.2
8. Often used social media so you didn't have to think about unpleasant things	44.0	31.4	56.4
9. Had serious conflict with parents or siblings because of your social media use	11.6	9.6	13.6

Notes: (1) entries are the percentages responding "Yes" to experiencing the symptom in the past year; (2) n=number of students surveyed; (3) based on a random half sample; (4) significant sex difference for each item, p<.05.

Table 3.5.5 Percentage Reporting Usually Spending Five Hours or More per Day on Social Media, 2013–2023 OSDUHS

	2013	2015	2017	2019	2021	2023
(n)	(10272)	(5403)	(6364)	(14142)	(2225)	(10145)
Total (95% CI)	10.7 (9.5-12.0)	16.0 (14.5-17.6)	20.1 (17.5-23.1)	20.5 (19.4-21.8)	30.8 (26.9-35.0)	23.4 ^{abcde} (22.0-24.8)
Sex						
Males	7.0 (5.8-8.6)	10.1 (8.6-11.8)	14.9 (11.8-18.5)	15.6 (14.2-17.1)	20.7 (16.0-26.4)	15.9 ^c (14.3-17.6)
Females	14.6 (12.6-16.7)	22.4 (20.0-25.0)	25.8 (23.1-28.6)	25.8 (24.2-27.4)	41.2 (36.3-46.2)	31.2 ^{abc} (29.1-33.4)
Grade						
7	5.0 (3.5-7.0)	8.9 (6.6-11.8)	11.5 (8.0-16.1)	12.4 (10.2-14.9)	23.2 (14.8-34.5)	22.5 ^{bc} (18.8-26.6)
8	11.1 (8.3-14.6)	11.0 (8.5-14.2)	15.0 (12.0-18.5)	15.7 (13.4-18.3)	18.6 (13.1-25.7)	23.0 ^{bc} (20.0-26.4)
9	9.9 (8.1-12.0)	14.0 (11.3-17.1)	22.9 (18.4-28.2)	23.6 (21.0-26.4)	35.1 (25.7-45.8)	28.1 ^c (24.9-31.7)
10	12.3 (9.5-15.7)	20.6 (17.5-24.2)	20.6 (15.5-26.8)	21.9 (19.5-24.6)	36.7 (27.1-47.5)	22.8 ^{ac} (20.2-25.6)
11	11.8 (9.8-14.3)	22.8 (18.3-28.0)	24.2 (18.0-31.7)	23.7 (21.5-26.0)	34.2 (25.2-44.5)	23.1 ^c (19.9-26.6)
12	11.8 (9.4-14.9)	16.7 (13.0-21.2)	22.1 (17.5-27.5)	21.2 (18.2-24.4)	34.4 (22.2-49.0)	21.0 ^c (18.1-24.2)
Region						
Greater Toronto Area	12.3 (10.5-14.2)	17.0 (14.8-19.4)	21.8 (17.5-26.8)	21.6 (19.8-23.5)	32.4 (25.9-39.7)	24.4 ^c (22.3-26.6)
North	9.0 (6.8-11.6)	17.3 (14.1-21.2)	18.8 (16.1-22.0)	18.6 (15.2-22.5)	38.5 (33.9-43.3)	23.2 ^{ac} (17.7-29.8)
West	7.9 (6.1-10.2)	13.8 (11.5-16.4)	19.4 (15.6-23.8)	22.0 (19.7-24.6)	31.6 (24.1-40.1)	25.1 ^c (22.3-28.2)
East	12.0 (9.0-16.0)	16.2 (12.0-21.5)	16.6 (13.7-19.9)	17.1 (14.9-19.5)	24.6 (20.0-29.8)	18.6 ^c (16.7-20.7)

Notes: (1) n=total number of students surveyed; (2) asked of a random half sample in each year; (3) entries in brackets are 95% confidence intervals; (4) note the design change and small sample size in 2021; (5) ^a 2023 vs. 2021 significant difference, p<.01; ^b 2023 vs. 2019 significant difference, p<.01; ^c 2023 vs. 2013 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: “The next section is about in your experiences with social media. The term “social media” refers to social network sites (such as Instagram, TikTok, Twitter, Facebook, etc.), and instant messengers (such as SnapChat, Whatsapp, Facebook messenger). About how many hours a day do you usually spend on social media sites or apps, either posting or browsing?”

Source: OSDUHS, Centre for Addiction and Mental Health

4. DISCUSSION

THE PUBLIC HEALTH APPROACH TO MENTAL HEALTH

Designating mental health problems and risk behaviours as public health issues enables health professionals from diverse disciplines to work collaboratively on prevention. Preventing problems from occurring, or reducing their risk, is far more preferable than treating problems, both on an individual and a societal level. Despite some limitations, population health surveys such as the OSDUHS excel at identifying the extent of various health behaviours and indicators that have important current and future implications for adolescent well-being. Population health surveys help to identify which groups are at risk of poor health outcomes, help to identify areas requiring more research, and help to identify potential future trends that have implications for future service and programming needs.

The OSDUHS performs several public health functions including: identifying the extent of impaired well-being in the mainstream student population, identifying risk and protective factors, tracking changes over time, and identifying priority areas for further research. Since 1977, the OSDUHS has been providing a knowledge base for designing and targeting prevention and health promotion programs, informing public health policy, evaluating the efficacy of policies and programs on a population level, and disseminating trustworthy information to health and education professionals and the general public.

Mental health indicators in the OSDUHS generally assess moderate functional impairment, rather than psychiatric disorders based on clinical criteria and diagnostic interviews. Restricting attention to those experiencing current psychiatric disorders would understate the extent of poor mental health because a sizeable percentage of the population experiences distress or impaired functioning without meeting the clinical criteria for a psychiatric diagnosis. Moreover, restricting attention to psychiatric disorders would

overlook the mental well-being continuum, ranging from optimum mental health to mental disorder. Further, broad mental health indicators are more sensitive in detecting period change, which can provide an early warning system for service planners and providers.

ENCOURAGING FINDINGS

There are many findings in this report that can be viewed as encouraging. A majority of Ontario students:

- like school, feel safe at school, and report a positive school climate
- rate their physical health as excellent or very good
- are satisfied with their weight and do not report disordered eating indicators
- do not report mental health problems (e.g., psychological distress, low self-esteem, elevated stress, self-harm, suicidal ideation)
- are not being bullied or bullying others
- do not gamble
- do not have a video gaming problem or a problem with social media.

We also found several **improvements over time**:

- A few indicators improved in 2023 compared to 2021, including a decline in the percentage who engage in excessive recreational screen time and social media use, and those who gamble online.
- Bullying at school shows a decrease compared to when monitoring began decades ago.
- Daily physical activity shows an increase compared to when monitoring began over a decade ago.

PUBLIC HEALTH CONCERNS

Although the majority of students do not report a problem, an important minority report some form of impaired well-being or problem behaviour.

About **one-in-two** students or more report...

- symptoms of moderate-to-serious psychological distress
- getting less than eight hours of sleep on an average school night
- excessive recreational screen time
- being bullied about their weight or body shape
- being depressed about the future because of climate change.

About **one-in-three** students report...

- fair or poor mental health
- elevated stress levels
- they needed mental health support, but did not seek it
- an inability to cope with unexpected and difficult problems
- experiencing a concussion in their lifetime
- texting while driving (among drivers).

About **one-in-four** students report ...

- symptoms of serious psychological distress
- being bullied at school
- being cyberbullied
- they perceive themselves as “too fat”
- an excessive amount of time on social media.

About **one-in-six** to **one-in-eight** students report...

- harming themselves on purpose
- suicidal ideation
- symptoms of a video gaming problem
- fair or poor physical health
- experiencing a concussion in the past year.

Study Limitations

Although an in-school probability sampling survey is the most feasible and valid method to monitor health and well-being indicators in the student population, those interpreting the OSDUHS results should consider the following limitations.

These survey data are based on self-reports, which cannot be readily verified, nor are they based on clinical assessment. Respondents may unintentionally misreport their responses due to various errors in the response process. Further, self-reports of sensitive and/or illegal experiences, such as suicide or drug use, likely underestimate the true rate by some unknown magnitude, but the extent of underreporting is not likely to greatly vary over time. Thus, estimates of change should remain valid and unaffected by such constant bias.

The bias caused by nonrespondents can affect our estimates. We do not know whether, or by how much, nonrespondents differ from respondents. It is possible that absent students, suspended students, and those who were not allowed or refused to participate are more likely to have physical, learning/reading, and/or mental health difficulties than those who did participate.

Our findings cannot be generalized to adolescents who are not attending school (e.g., dropouts, street youth). Mental health and well-being problems in such groups can differ appreciably from what is found in the mainstream student population. However, the bias caused by such noncoverage depends not only on the difference in health indicators between those surveyed and those not, but also on the size of the group missed. Thus, although problems may be more likely among those adolescents excluded because they are out-of-scope, if the size of the excluded group is small relative to the total population, the bias will not likely be substantial. In our case, the non-school group excluded from our target constitutes only about 5% of the total adolescent population between the ages of 12 and 18 in Ontario.

The data reflect a snapshot in time and because we do not re-survey the same students over time, we cannot identify causes of individual change or the temporal order of risk factors (i.e., whether X causes Y, or Y causes X).

Finally, the findings in such a large study are numerous and complex. Random variation causes us to be cautious in interpreting change between two points in time. Therefore, we place greater emphasis on change occurring over multiple survey time points.

Some findings point to **concerning trends**:

- Many mental health problem indicators have increased over time reaching all-time highs in recent years, including fair or poor self-rated mental health, elevated stress levels, psychological distress, self-harm, suicidal ideation, and an inability to cope with unexpected and difficult problems.
- The percentage of students who report being prescribed medication for anxiety and/or depression in the past year is currently higher than decades ago. This may be a positive trend reflecting increased access to services. However, this may reflect increases in the population in need of mental health services.
- The percentage of students rating their physical health as fair or poor and the percentage exceeding the guidelines for daily screen time (screen time sedentary behaviour) has increased over time, reaching all-time highs in recent years.
- Despite a decrease between 2021 and 2023, the percentage of students reporting online gambling has increased over time, as the current estimate is significantly higher than estimates seen between 2003, the first year of monitoring, and 2019.
- The percentage of students indicating a video gaming problem has increased during the past decade.
- Being bullied over the Internet and excessive social media use (defined as five hours or more per day) have increased over the past few years.

DEMOGRAPHIC CORRELATES

Our report showed that males and females differ on many mental health and well-being indicators. A general pattern shows that females are more likely to experience poor physical and mental health (e.g., are less active, report disordered eating symptoms, do not get enough sleep, experience psychological distress, suicidal ideation) and excessive social media use and problem use, whereas males are more likely to report bullying others, gambling, and excessive video gaming and problematic gaming.

Grade/age is also significantly related to mental health and well-being. Generally, poor physical health indicators (e.g., sedentary behaviour), health risk behaviours (e.g., texting while driving), mental health problems (e.g., fair or poor self-rated mental health, stress, psychological distress), and online gambling significantly increase with grade. Daily physical activity, experiencing a concussion, getting at least eight hours of sleep, bullying at school and over the Internet, and problematic social media use are more prevalent among younger students and decline in later adolescence.

A few regional differences were found in this report:

- Compared with the provincial average, Greater Toronto Area students are significantly *more* likely to report screen time sedentary behaviour. Compared with the provincial average, they are significantly *less* likely to report daily physical activity and experiencing a concussion in the past year.
- Compared with the provincial average, Northern Ontario students are *more* likely to report daily physical activity and *less* likely to report screen time sedentary behaviour.
- Compared with the provincial average, Eastern Ontario students are *less* likely to report fair or poor physical health and excessive daily social media use.

CONCLUSION

The purpose of this OSDUHS report is to provide a snapshot of Ontario students' mental and physical well-being and to assess whether changes have occurred over time. A major strength of these findings is that they are not based on a selective sample of adolescents already experiencing emotional or other difficulties – rather they are based on a large representative sample of the mainstream population. Consequently, our findings should be highly generalizable.

Our findings are consistent with many expectations of the adolescent stage of development. While most Ontario students are in good physical and mental health, a sizeable minority experience an array of functional impairments. Some mental health problem indicators, such as self-harm, suicidal ideation and psychological distress remain high. Also concerning is that many mental health problem indicators show increases over the past decade or so, some reaching all-time highs in recent years.

While our results show that bullying victimization at school has decreased during the past decade or so – perhaps due to initiatives such as the safe school policies implemented in Ontario – the prevalence of cyberbullying victimization shows an increase over the past decade. Cyberbullying is a growing concern as electronic media become increasingly important in the lives of adolescents. This report showed that about one-quarter of students are cyberbullied. Bullying victimization is not only associated with immediate adverse consequences such as school problems, stress, and alcohol and drug use, it can also have serious, enduring effects on mental health. Ongoing monitoring will determine whether these trends reflect more enduring changes or temporary fluctuations.

Over the past decade, there has been a growing interest in adolescent mental health in Canada and a movement to bring mental health issues to the forefront of the public health domain. Mental health promotion, prevention efforts, and early intervention have become public health priorities. School is a significant influence on young people's cognitive, social, and emotional development. Given the substantial amount of time spent in the school setting, school-based prevention programs and interventions are an ideal way to reach youth. School-based mental health literacy, coping skills development, anti-stigma, and anti-bullying initiatives are a few examples of how schools can support mental health. The sex differences in mental health and physical health indicators found in this report highlight the importance of tailoring programs to address specific needs.

The OSDUHS focuses on a wide range of indicators that affect young people's health and well-being, and the data gathered are an important tool for planning and evaluating broad public health policies and programs that enable youth to experience optimal well-being. We hope the findings provided in this report – whether showing new concerns or enduring trends – help to raise awareness and to identify priority issues facing youth today.

Table 4.1: Significant Changes for Select Indicators, 2023 vs. 2021, 2023 vs. 2019, and 2023 vs. First Year of Monitoring

	Fair/Poor Self-Rated Physical Health	Daily Physical Activity	3+ Hours Screen Time Daily	Fair/Poor Self-Rated Mental Health	Elevated Stress	Moderate-to-Serious Psych. Distress	Serious Psych. Distress	Self-Harm	Suicidal Ideation	Unable to Cope with Unexpected Problems	Prescribed Medication for Anxiety or Depression	Victim of Bullying at School	Victim of Cyber-bullying	Online Gambling	Video Gaming Problem	5+ Hours on Social Media Daily
Total	▲▲	▲▲	↓▲▲	▲▲	▲▲	▲▲	▲▲	▲	△	▲	▲▲	▽	▲▲	↓▲▲	▲▲	↓▲▲
Males	▲▲	↑▲▲	↓▲▲	▲▲		▲▲	▲▲			▲	△	▽	△	▲▲	△	△
Females	▲▲		▲▲	▲▲	▲▲	▲▲	▲▲	▲	△	▲	△		▲	↓▲	▲▲	↓▲▲
Grade 7	↑▲▲	▲▲	▲▲	▲▲		▲▲	▲▲			▲	--		▲▲			▲▲
Grade 8	▲▲	△	▲▲	▲▲	↑▲▲	△	△			▲	--	▽	▲			▲▲
Grade 9	▲▲		▲▲	▲▲	△	▲▲	▲▲			▲	▲▲	▽			△	△
Grade 10	▲▲		▲▲	▲▲		▲▲	▲▲				△			▲▲	▲▲	↓△
Grade 11	▲▲		↓△	▲▲		▲▲	▲▲			▲	△				△	△
Grade 12	▲▲	▲▲	▲▲	▲▲		▲▲	△				△		↓	▲	▲▲	△
GTA	▲▲	▲▲	▲▲	↑▲▲	↑△	↑▲▲	▲▲	▲		▲	△		▲	▲▲	△	△
North	▲▲	↑▲▲	↓△	▲▲		△	△		△		△		△	▲▲		↓△
West	▲▲	▲▲	△	▲▲	△	▲▲	▲▲				△	▽			▲▲	△
East	△		▲▲	▲▲		△	△				△	▽		△		△

Notes: (1) for indicator definitions, please see the Methods section or individual chapters; (2) ↑↓ significant increase or decrease in 2023 vs. 2021, p<.01; (2) ▲▼ significant increase or decrease in 2023 vs. 2019, p<.01; (3) △▽ significant increase or decrease in 2023 vs. 1999, p<.01 for Fair/Poor Physical Health; vs. 2001 for Suicidal Ideation and Prescribed Medication for Anxiety or Depression; vs. 2003 for Victim of Bullying at School; vs. 2007 for Fair/Poor Mental Health; vs. 2009 for Daily Physical Activity and Screen Time; vs. 2013 for Psychological Distress and 5+ Hours Daily on Social Media; vs. 2015 for Elevated Stress; (4) -- not asked of that grade; (5) GTA is the Greater Toronto Area.

Source: OSDUHS, Centre for Addiction & Mental Health

Table 4.2: Subgroup Differences for Select Indicators, 2023 OSDUHS

	Fair/Poor Self-Rated Physical Health	Daily Physical Activity	3+ Hours Screen Time Daily	8+ Hours of Sleep on School Nights	Concussion	Fair/Poor Self-Rated Mental Health	Elevated Stress	Moderate-to-Serious Psych. Distress	Serious Psych. Distress	Self-Harm	Suicidal Ideation	Needed Mental Health Support	Victim of Bullying at School	Victim of Cyber-bullying	Online Gambling	Video Gaming Problem	5+ Hours on Social Media Daily	Problematic Social Media Use
Sex Difference	**	***	***	***	ns	***	***	***	***	***	***	***	ns	***	***	***	***	***
	F ↑	M ↑	F ↑	M ↑		F ↑	F ↑	F ↑	F ↑	F ↑	F ↑	F ↑		F ↑	M ↑	M ↑	F ↑	F ↑
Grade Difference	ns	***	***	***	**	***	***	***	***	ns	***	***	***	***	**	ns	**	***
(compared with previous grade)		9 ↓ 8	8 ↑ 7 9 ↑ 8	8 ↓ 7 9 ↓ 8 10 ↓ 9 11 ↓ 10 12 ↓ 11	9 ↓ 8	10 ↑ 9	8 ↑ 7 10 ↑ 9	9 ↑ 8	10 ↑ 9		9 ↑ 8	10 ↑ 9	9 ↓ 8				9 ↑ 8	10 ↓ 9
Region Difference	*	***	**	ns	*	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	ns	***	ns
(region compared with Ontario)	E ↓	GTA ↓ N ↑	GTA ↑ N ↓		GTA ↓													E ↓

Notes: (1) for indicator definitions, please see the Methods section or individual chapters; (2) overall tests of effect are based on a univariate chi-square statistic, *p<.05, **p<.01, ***p<.001, ns=non-significant; (3) subgroup comparisons are based on contrasts in *adjusted* logistic regression models; (4) GTA=Greater Toronto Area, N=North, W=West, E=East.

Source: OSDUHS, Centre for Addiction & Mental Health

5. APPENDIX TABLES

Table A3.1.1 School Performance and Attitudes, 1991–2023 OSDUHS (Grades 7, 9, and 11 only)

Table A3.2.1 Percentage Reporting Fair or Poor Physical Health, 1991–2023 OSDUHS (Grades 7, 9, and 11 only)

Table A3.1.1 School Performance and Attitudes, 1991–2023 OSDUHS (Grades 7, 9, and 11 only)

	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	
	(n)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(3215)	(4424)	(4669)	(5211)	(5225)	(5686)	(7059)	(1177)	(4972)
Usually receive A's (80%-100%)	28.4	29.0	32.3	35.5	39.1	37.5	34.8	37.0	43.4	44.3	51.2	50.4	54.6	58.1	57.1	74.7	61.6	
Feelings About School*																		
Like it a lot/very much	—	36.0	34.7	35.6	32.2	28.7	28.6	29.8	33.7	37.5	47.0	44.3	34.9	48.1	35.4	43.0	31.5	
Like it to some degree	—	51.1	49.7	47.4	50.7	51.6	49.4	49.9	46.7	45.4	39.8	42.0	49.5	34.3	40.7	32.4	40.0	
Do not like it very much/at all	—	12.9	15.5	17.0	17.2	19.8	22.0	20.4	19.7	17.1	13.2	13.7	15.6	17.6	23.9	24.6	28.5	

Notes: (1) based on grades 7, 9, 11 only (long-term sample); (2) n=total number of students surveyed in grades 7, 9, 11 only; (3) numbers in cells are percentages; (4) – data not available for that year; (5) * question asked of a random half sample from 1991 to 2019; (6) note the design change and small sample size in 2021.

Qs: “Overall, what marks do you usually get in school?”; “How do you feel about going to school?”

Source: OSDUHS, Centre for Addiction and Mental Health

Table A3.2.1 Percentage Reporting Fair or Poor Physical Health, 1991–2023 OSDUHS (Grades 7, 9, and 11 only)

	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023
(n)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(3215)	(4424)	(4669)	(5211)	(5225)	(5686)	(7059)	(1177)	(4972)
Total (95% CI)	5.8 (5.0-6.6)	6.3 (5.2-7.8)	7.4 (6.2-8.9)	9.3 (8.1-10.8)	8.7 (7.4-10.2)	9.0 (7.9-10.4)	12.0 (10.7-13.3)	13.0 (11.6-14.7)	11.8 (10.4-13.4)	13.1 (11.6-14.8)	14.0 (12.1-16.2)	7.0 (5.8-8.4)	7.2 (6.2-8.4)	7.8 (6.6-9.3)	10.4 (9.3-11.5)	17.2 (12.6-23.1)	18.2 ^{de} (16.4-20.2)
Sex																	
Males	5.3 (4.1-6.8)	5.0 (3.6-7.0)	5.7 (4.4-7.2)	7.5 (5.8-9.7)	9.4 (7.5-11.7)	7.1 (5.3-9.3)	9.5 (7.8-11.4)	10.9 (9.2-12.8)	8.8 (7.1-10.9)	10.2 (8.4-12.3)	12.0 (10.0-14.4)	7.4 (5.8-7.4)	6.2 (4.9-7.8)	5.6 (4.5-7.0)	8.9 (7.5-10.7)	14.9 (9.9-21.7)	13.6 (11.4-16.3)
Females	6.3 (5.0-7.9)	7.6 (5.7-10.1)	9.1 (7.6-10.8)	10.9 (9.5-12.5)	8.0 (6.3-10.0)	11.0 (9.1-13.2)	14.3 (12.3-16.6)	15.3 (13.2-17.6)	15.0 (12.9-17.3)	16.3 (14.1-18.7)	16.1 (13.9-19.0)	6.6 (5.4-8.0)	8.3 (6.9-10.0)	10.2 (8.4-12.3)	11.9 (10.4-13.5)	19.5 (12.2-29.8)	23.0 (20.5-25.8)
Grade																	
7	3.9 (2.7-5.0)	5.5 (1.5-9.6)	5.0 (2.5-7.5)	5.8 (4.1-7.5)	3.8 (2.7-5.5)	6.2 (4.6-8.3)	6.8 (5.0-9.2)	5.5 (4.0-7.5)	4.1 (2.8-6.1)	6.3 (4.4-8.9)	6.2 (4.5-8.6)	5.8 (3.8-8.8)	4.4 (2.7-7.2)	4.7 (3.3-6.7)	7.2 (5.8-8.9)	5.9 (3.5-9.8)	15.4 (12.2-19.4)
9	6.9 (5.0-8.8)	5.8 (3.0-8.6)	6.6 (5.4-7.7)	10.0 (7.2-12.8)	9.8 (7.7-12.4)	8.9 (7.1-11.2)	11.4 (9.5-13.5)	14.6 (12.6-17.0)	11.7 (9.7-14.1)	14.3 (11.6-17.5)	11.4 (9.9-13.0)	5.8 (4.5-7.5)	7.5 (5.6-9.6)	8.1 (6.6-9.9)	9.1 (7.6-10.8)	17.5 (10.8-27.2)	19.0 (15.9-22.5)
11	6.4 (3.3-9.6)	7.5 (4.0-11.0)	10.3 (7.7-12.9)	11.8 (9.8-13.9)	11.5 (8.8-14.8)	12.2 (9.5-15.5)	16.6 (14.3-19.3)	18.7 (16.0-21.8)	18.9 (16.1-21.9)	17.6 (14.7-20.9)	22.3 (18.5-26.6)	8.9 (6.8-11.4)	9.0 (7.3-11.1)	10.0 (8.0-12.6)	13.6 (11.6-16.0)	27.6 (18.2-39.6)	18.2 (16.4-20.2)

Notes: (1) based on grades 7, 9, 11 only (long-term sample); (2) n=total number of students surveyed in grades 7, 9, and 11 only; (3) entries in brackets are 95% confidence intervals; (4) long-term regional trends are not available; (5) note the design change and small sample size in 2021; (6) ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: "How would you rate your physical health?" (Fair or poor health is defined as a rating of "fair" or "poor.")

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