

The Mental Health and Well-Being of Ontario Students

1991– 2025

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– 2025

Findings from the Ontario Student Drug Use and Health Survey

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Ontario Student Drug
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THE 2025 OSDUHS MENTAL HEALTH AND WELL-BEING REPORT SUMMARY

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, online and other gambling behaviours, and other risk behaviours among Ontario students in 2025 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.

The 2025 OSDUHS

A total of 11,108 students in grades 7 to 12 in 1,147 classes in 246 schools in 42 school boards across Ontario participated in the 2025 cycle of the OSDUHS. All data are based on self-reports derived from anonymous online questionnaires. The survey was administered in classrooms between December 2024 and June 2025.

Home and School Life

- Under half (42%) of students report that they rarely or never talk to their parents about their problems or feelings.
 - About one-third (31%) of students report that they like school very much or quite a lot. About 44% like school to some degree, and 25% report that they do not like school.
 - Most students feel close to people at their school (82%), feel like they are part of their school (81%), and generally feel safe at school (90%). About 17% are worried about being threatened or harmed at school.
- The percentage of students reporting feeling like a part of their school, feeling close to people at school, and feeling safe at school have significantly increased since 2023 (the last survey cycle). However, the percentage worried about being harmed/threatened at school is significantly higher today than a few years ago.
- About one-in-nine (11%) 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 6% report feeling discriminated against at school because of a disability. Similar percentages (about 5%) feel discriminated against at school because of their gender identity or sexual orientation.

Physical Health

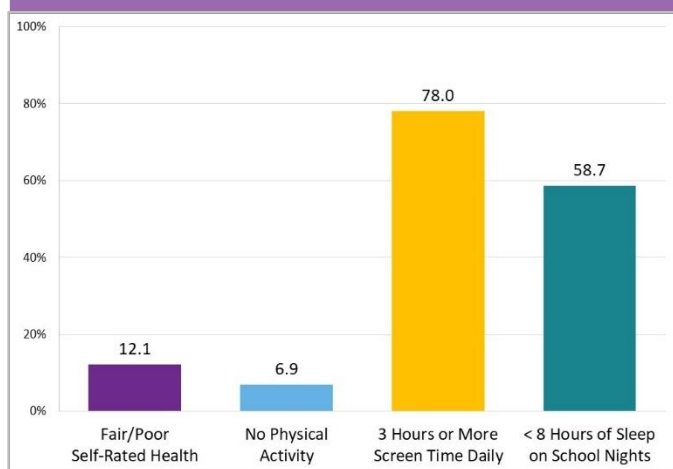
Self-Rated Physical Health and Health Conditions

- While a majority (58%) of students rate their physical health as excellent or very good, about one-in-eight (12%) report fair or poor physical health.
- Fair/poor self-rated physical health decreased between 2023 and 2025, returning to a level similar to that from 2019. However, the 2025 estimate remains higher than estimates from 1999 and the early 2000s.
- Of the health conditions asked about in the survey, the most commonly reported are a mental health problem such as depression or anxiety (16%), Attention Deficit Hyperactivity Disorder (12%), and a vision problem (10%).

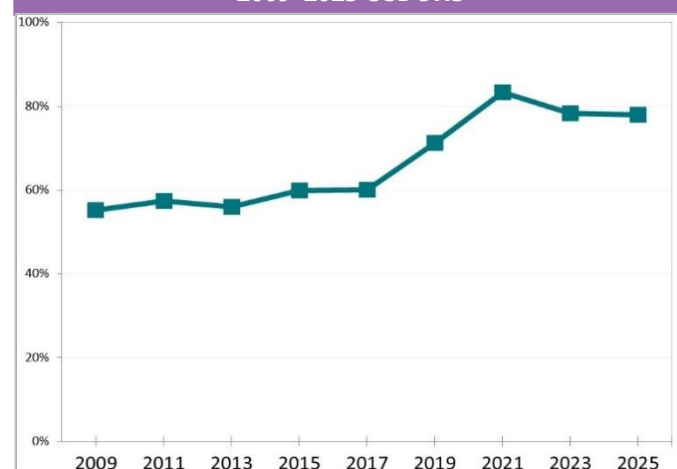
Physical Activity, Screen Time, Sleep

- One-quarter (25%) 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 before the survey. In contrast, about 7% of students were physically inactive on each of the seven days prior to the survey.
- Well 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*.
- The percentage of students who report three hours or more per day of recreational screen time has been stable since 2021, but remains at a level significantly higher than estimates seen between 2009 (the first year of monitoring) and 2019.
- About 41% of students report that they usually get eight hours or more of sleep on an average school night. Therefore, most students (59%) get less than eight hours of sleep.

Percentage of students reporting select physical health indicators, 2025 OSDUHS



Percentage of students reporting three hours or more of recreational screen time daily, 2009–2025 OSDUHS



Body Image and Disordered Eating

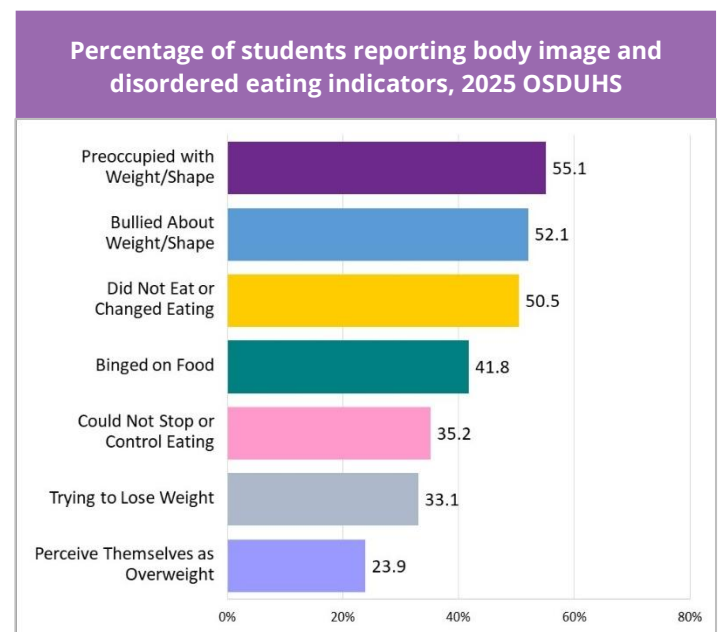
- Over half (55%) of students are preoccupied with their weight, as they report sometimes, often or always worrying about their weight, shape, or muscles.
- One-third (35%) of students report they could not stop eating or control how much they ate at least once in the past month.
- About 42% of students report bingeing on food at least once in the past month.
- Half (51%) of students report not eating or eating in a way to change their weight, shape, or muscles at least once in the past month.
- About two-thirds (61%) of students are satisfied with their weight. About one-quarter (24%) believe they are overweight, and 15% believe they are underweight.
- The perception of being overweight has remained stable over the past decade or so. However, there has been a gradual, but significant increase since 2001, the first year of monitoring, from 19% to 24%.
- About one-third (31%) of students are not trying to change their weight. Another third (33%) are trying to lose weight, 17% want to keep from gaining weight, and 19% want to gain weight.
- Just over half (52%) 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 2025, from 40% to 52%.

Concussion

- 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.
- With the exception of a decrease in 2021, the percentage of students reporting experiencing a concussion in the past year has been relatively stable since 2017, the first year of monitoring.

Eating Breakfast, Going to School Hungry

- Over one-third (39%) of students report eating breakfast daily before school.
- The percentage of students who report eating breakfast daily before school significantly decreased between 2009 (the first year of monitoring) and 2025, from 51% to 39%.
- About 4% of students report often or always going to school or bed hungry because there is not enough food at home.



Mental Health

Self-Rated Mental Health

- About 42% of students rate their mental health as excellent or very good, while almost one-third (30%) rate their mental health as fair or poor.
- The percentage of students who rate their mental health as fair or poor significantly decreased since the previous survey in 2023, but remains much higher than in 2007, the first year of monitoring, when the estimate was 11%.

Low Self-Esteem and Loneliness

- One-in-ten (10%) students indicate low self-esteem (feeling very unsatisfied with oneself).
- The percentage of students indicating low self-esteem has increased slightly, but significantly, since 2015, the first year of monitoring (from 7% to 10%).
- About one-in-eight (13%) students report often or always feeling lonely.
- The percentage of students reporting feeling lonely has remained stable since 2021, the first year of monitoring.

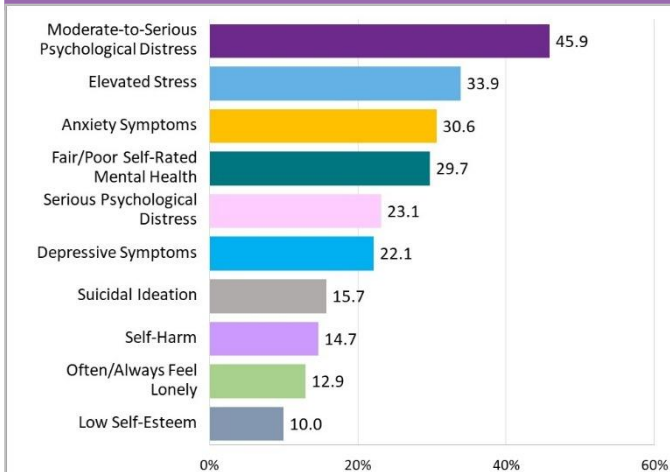
Elevated Stress

- One-third (34%) 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 34%.

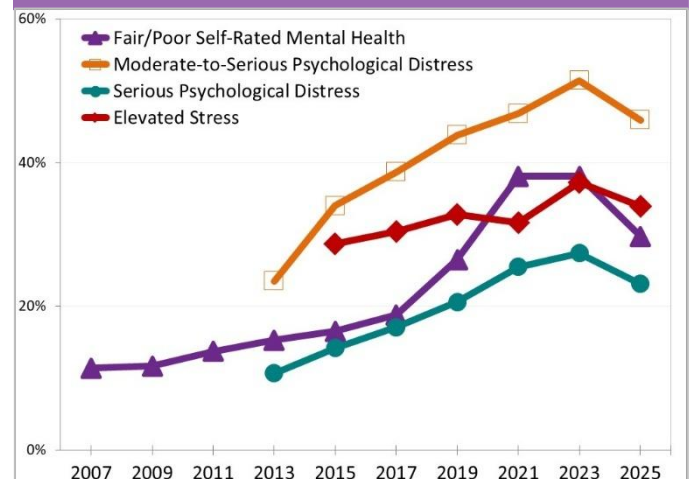
Psychological Distress

- Just under half (46%) of students indicate a moderate-to-serious level of psychological distress.
- About one-quarter (23%) of students indicate a serious level of psychological distress.
- Both indicators of psychological distress significantly decreased since the previous survey in 2023. However, both indicators remain at an elevated level since monitoring began over a decade ago. Moderate distress increased from 24% in 2013 to 46% in 2025, and serious distress increased from 11% in 2013 to 23% in 2025.

Percentage of students reporting select mental health indicators, 2025 OSDUHS



Percentage of students reporting fair/poor mental health, psychological distress, and elevated stress, 2007–2025 OSDUHS



Symptoms of Depression and Anxiety

- About one-in-five (22%) students report experiencing depressive symptoms in the past two weeks before the survey.
- About one-third (31%) of students report experiencing anxiety symptoms in the past two weeks before the survey.

Self-Harm and Suicide

- About one-in-seven (15%) students report harming themselves on purpose in the past year.
- The percentage of students reporting self-harm in the past year significantly decreased between 2023 and 2025 (from 19% to 15%), returning to a level seen in 2019, the first year of monitoring.
- About one-in-six (16%) students had serious thoughts about suicide in the past year (suicidal ideation), and 4% report a suicide attempt in the past year.
- The percentage of students reporting suicidal ideation has remained stable in recent years, but has significantly increased since 2001, the first year of monitoring, from 11% to 16%.
- 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%.

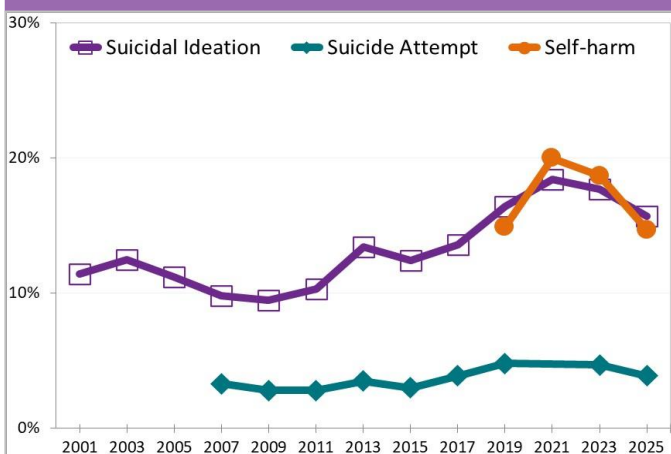
Climate Change Anxiety

- One-in-ten (10%) students are very or extremely worried about climate change.
- Worry about climate change significantly decreased since the previous survey in 2023 (18%), and is also lower today compared with the estimate from 2021 (24%), the first year of monitoring.

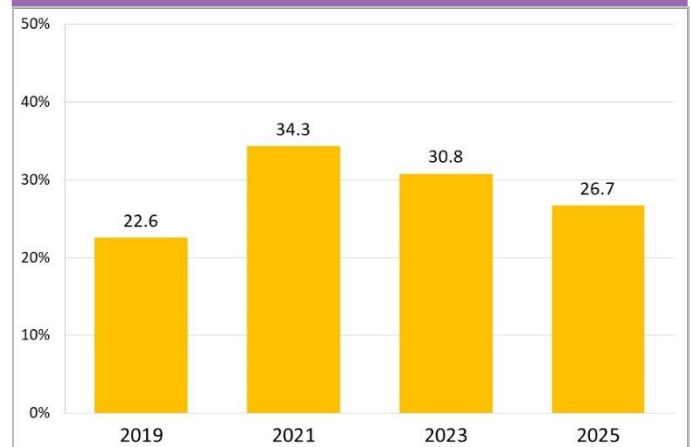
Ability to Cope

- Over one-third (38%) of students rate their ability to cope with unexpected and difficult problems as excellent or very good. About one-quarter (27%) of students rate their ability to cope as fair or poor.
- The percentage of students reporting an inability to cope with unexpected and difficult problems remains elevated and is significantly higher today than in 2019, the first year of monitoring (when the estimate was 23%).

Percentage of students reporting suicidal ideation and attempt in the past year, 2001–2025 OSDUHS



Percentage of students reporting fair or poor ability to cope with unexpected and difficult problems, 2019–2025 OSDUHS



Prescription Medication for Mental Health

- About one-in-twelve (8%) 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 been stable in recent years, but has significantly increased since 2001 (the first year of monitoring), from 3% to 8%.

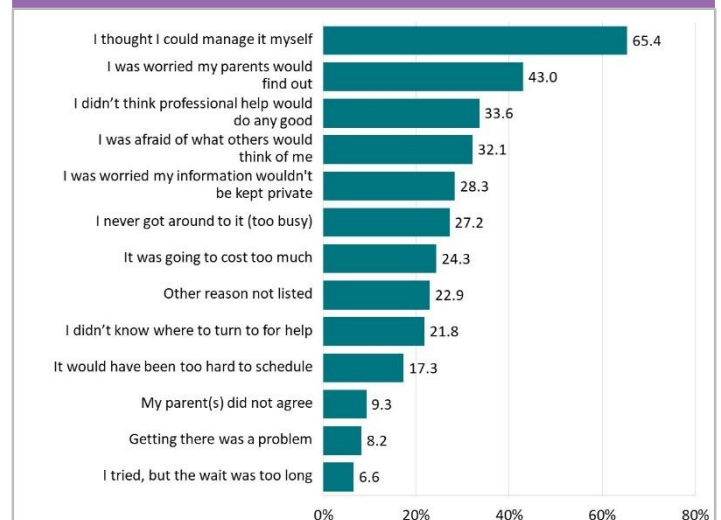
Mental Health Support

- About two-thirds (63%) of students report that they know how to access school-based mental health support services. About one-in-six (16%) report not knowing how to access school-based mental health support services, and 21% are “not sure.”
- About one-in-seven (14%) students report using school-based mental health support services during the school year.
- The percentage of students who report that they know how to access school-based mental health support services significantly increased since 2023 (from 57% to 63%). The percentage reporting using such services remained stable at 14%.
- Over one-third (37%) of students report seeing a mental health professional (including any school professional) at least once in the past year.
- About 5% of students report seeking counselling by either using a phone helpline, a website, or both methods at least once in the past year.
- The percentage of students who report seeking counselling through a helpline, website, or both has remained stable in recent years. However, there has been a small, but significant increase since 2011, the first year of monitoring, from 2% to 5%.

Barriers to Seeking Mental Health Support

- Over one-quarter (29%) of students report that they felt they needed mental health support from a professional during the past year, but did not seek it.
- The percentage of students who report that they felt they needed mental health support from a professional, but did not seek it, significantly decreased since the previous survey in 2023 (from 33% to 29%).
- 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 believing that they could manage it themselves, being worried that their parents would find out, and not believing that professional help “would do any good.”

Percentage reporting reasons for not seeking mental health support among students who report needing help, 2025 OSDUHS



Bullying

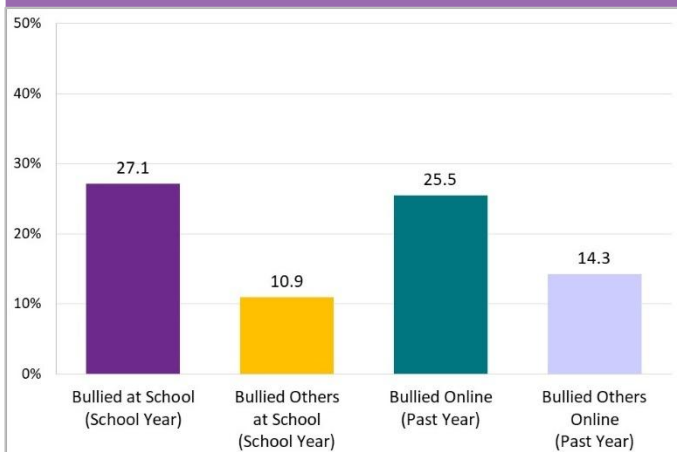
Bullying at School

- Just over one-quarter (27%) 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 (23%), while 2% report that they are primarily bullied physically, and 2% of students are victims of theft/vandalism.
- One-in-nine (11%) students report bullying others at school since September.
 - The percentage of students reporting being bullied at school has been gradually increasing since 2017 (when it reached a low of 21%), but the estimate is significantly lower today than in 2003 (the first year of monitoring), when the estimate was 33%.
 - The percentage reporting bullying others at school has remained stable in recent years, but has decreased since 2003, from 30% to 11%.

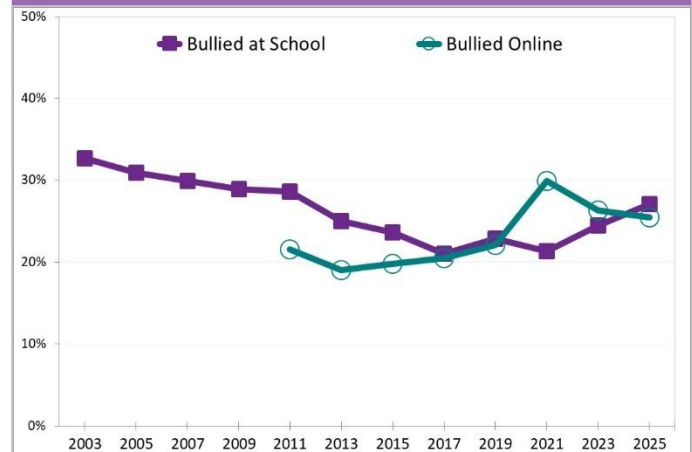
Cyberbullying

- One-quarter (26%) of students report being bullied online in the past year.
- One-in-seven (14%) students report bullying others online in the past year.
 - While the percentage who report being bullied online in the past year has remained stable since 2021, the current estimate (26%) remains higher than all estimates seen between 2011 (the first year of monitoring) and 2019 (about 19%-22%).
 - The percentage who report bullying others online has significantly increased since 2017 (the first year of monitoring), from 10% to 14%.

Percentage of students reporting being bullied at school and being bullied online in the past year, 2025 OSDUHS



Percentage of students reporting being bullied at school during the school year, and being bullied online in the past year, 2003-2025 OSDUHS



Social Media Use, Video Gaming, and Gambling

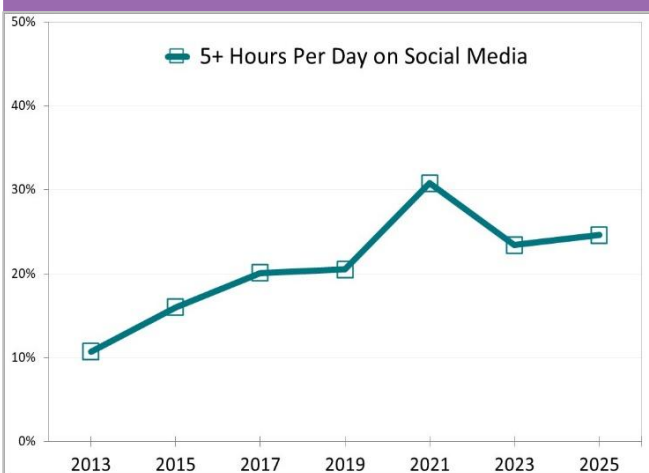
Social Media Use

- The vast majority (94%) of students use social media daily. One-quarter (25%) of students spend five hours or more a day on social media.
- While the percentage of students who report spending five hours or more a day on social media has remained stable since the previous survey in 2023, it has increased since 2019 (when the estimate was 21%), and more than doubled since 2013, the first year of monitoring (when the estimate was 11%).
- One-in-ten (10%) students report symptoms of problematic social media use (such as preoccupation, tolerance, loss of control, withdrawal, escape, conflict with family).
- The percentage of students who report symptoms of problematic social media use remained stable between 2023, the first year of monitoring, and 2025.

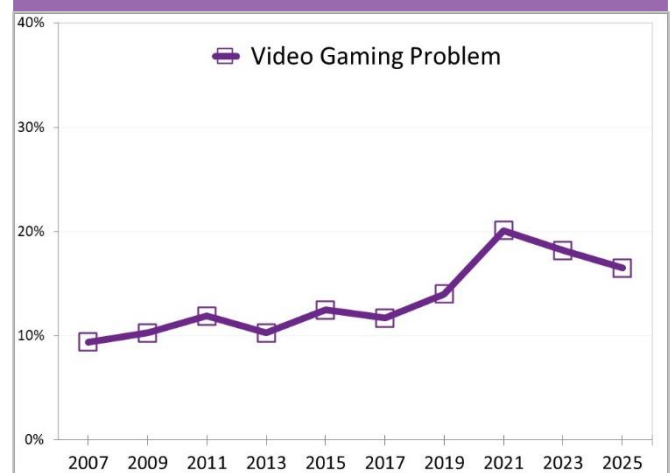
Video Gaming

- Over one-quarter (27%) of students play video games daily or almost daily. About one-in-ten (10%) students play video games for five hours or more per day.
- One-in-six (17%) students report symptoms of a video gaming problem (such as preoccupation, tolerance, loss of control, escape, disregard for consequences, disruption to family or school).
- The percentage of students reporting symptoms of a video gaming problem has remained stable in recent years, but there has been a significant increase since 2007, the first year of monitoring, from 9% to 17%.
- Almost half (48%) of students who played video games in the past year report making “microtransactions” (such as buying in-game virtual goods like loot boxes) at least once while playing.
- One-third (33%) of students who played video games in the past year report spending money at least once to earn points that could be cashed out.

Percentage of students reporting five hours or more per day on social media, 2013–2025 OSDUHS



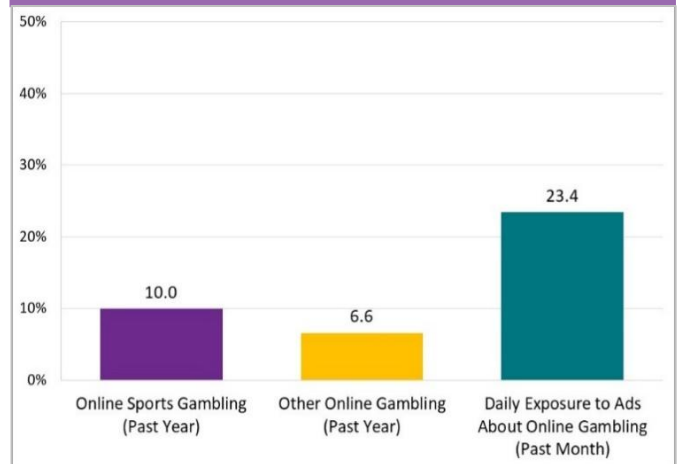
Percentage of students reporting a video gaming problem, 2007–2025 OSDUHS



Gambling

- One-in-ten (10%) students report online sports betting at least once in the past year. About 7% of students report betting money at other online activities (other than online sports betting) such as online poker, online casinos.
- Taken together, about one-in-eight (12%) students report any type of online gambling (online sports betting, online poker, online casino games) at least once in the past year.
- About 15% of students report gambling at other activities, such as card games, dice, lotteries, scratch cards, in the past year.
- One-in-five (20%) students report engaging in any type of gambling in the past year.
- The percentage of students reporting online sports betting in the past year has significantly increased since 2017, the first year of monitoring, from 1% to 10% in 2025.
- The percentage of students reporting any online gambling (online sports betting, online poker, online casinos) in the past year significantly increased between 2023 and 2025, from 8% to 12%. Looking over the long-term, there has been a significant increase since 2003, the first year of monitoring, from 3% to 12%.
- About one-quarter (23%) of students report seeing or hearing advertising for online gambling on a daily basis.

Percentage of students reporting online sports gambling, other online gambling, and daily exposure to advertising about online gambling, 2025 OSDUHS



Percentage of students reporting any online gambling, 2003–2025 OSDUHS



Sex* Differences

↑ Males are more likely to:	↑ Females are more likely to:
▪ rarely or never talk to their parent(s) about problems ▪ feel connected to school, and safe at school ▪ be physically active daily ▪ perceive themselves as underweight ▪ get 8+ hours of sleep on school nights ▪ eat breakfast daily before school ▪ bully others at school ▪ bully others online ▪ gamble online and in other ways ▪ report daily exposure to ads about online gambling ▪ spend 5+ hours video gaming daily ▪ spend money while video gaming ▪ indicate a video gaming problem	▪ worry about being harmed/threatened at school ▪ rate their physical health as fair or poor ▪ report disordered eating symptoms ▪ perceive themselves as overweight ▪ rate their mental health as fair or poor ▪ report elevated stress ▪ often or always feel lonely ▪ indicate moderate and serious psychological distress ▪ report depressive symptoms ▪ report anxiety symptoms ▪ report self-harm ▪ report suicidal ideation and attempt ▪ worry about climate change ▪ rate their ability to cope with problems as fair/poor ▪ be prescribed medication for anxiety/depression ▪ use school-based mental health care services ▪ visit a mental health care professional ▪ seek counselling over the phone, website, or both ▪ report needing mental health support, but not seeking it ▪ be bullied online ▪ spend 5+ hours on social media daily ▪ indicate problematic social media use

Grade Differences

↑ Increases with grade	↓ Decreases with grade
▪ 3+ hours of recreational screen time daily ▪ fair or poor self-rated mental health ▪ elevated stress ▪ often or always feeling lonely ▪ moderate and serious psychological distress ▪ depressive symptoms ▪ anxiety symptoms ▪ knowing how to access school mental health support ▪ use of school-based mental health support services ▪ needing mental health support, but not seeking it ▪ online sports gambling and other online gambling ▪ gambling in other ways ▪ daily exposure to advertising about online gambling ▪ 5+ hours on social media daily	▪ feeling connected to school ▪ daily physical activity ▪ 8+ hours of sleep on school nights ▪ experiencing a concussion ▪ eating breakfast daily before school ▪ being bullied at school ▪ being bullied online

* 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)
■ elevated stress
■ moderate-to-serious psychological distress
North Region
■ bullied at school
West Region
■ feel safe at school

 Below provincial average
Greater Toronto Area (GTA)
■ daily physical activity
■ know how to access school mental health support
■ bullied at school
West Region
■ bullied at school
East Region
■ know how to access school mental health support

Recent Changes

The following table summarizes the significant changes between the 2023 and 2025 cycles among the total sample of students.

	2023		2025
Feel close to people at school	77%		82%
Feel like part of the school	76%		81%
Feel safe at school	87%		90%
Do not like school very much/at all	29%		25%
Fair/poor self-rated physical health	18%		12%
Fair/poor self-rated mental health	38%		30%
Moderate-to-serious psychological distress (past month)	51%		46%
Serious psychological distress (past month)	27%		23%
Self-harm (past year)	19%		15%
Very/extremely worried about climate change	18%		10%
Know how to access school-based mental health support	57%		63%
Needed mental health support, but did not seek it (past year)	33%		29%
Any online gambling (past year)	8%		12%

Overview of Long-Term Trends

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

Indicator	Among Grades	Period		Change
Worried about being harmed/threatened at school	7–12	1999–2025	↑	Increased from 14% to 17%
Fair or poor self-rated physical health	7, 9, 11	1991–2025	↑	Increased from 6% to 12%
Daily physical activity (60 minutes daily)	7–12	2009–2025	↑	Increased from 21% to 25%
3+ hours of recreational screen time daily	7–12	2009–2025	↑	Increased from 55% to 78%
Perceive themselves as overweight	7–12	2001–2025	↑	Increased from 19% to 24%
Eating breakfast daily before school	7–12	2009–2025	↓	Decreased from 51% to 39%
Fair or poor self-rated mental health	7–12	2007–2025	↑	Increased from 11% to 30%
Low self-esteem	7–12	2015–2025	↑	Increased from 7% to 10%
Elevated level of stress (past month)	7–12	2015–2025	↑	Increased from 29% to 34%
Moderate-to-serious psychological distress (past month)	7–12	2013–2025	↑	Increased from 24% to 46%
Serious psychological distress (past month)	7–12	2013–2025	↑	Increased from 11% to 23%
Self-harm (past year)	7–12	2019–2025	■	Stable
Suicidal ideation (past year)	7–12	2001–2025	↑	Increased from 11% to 16%
Suicide attempt (past year)	7–12	2007–2025	■	Stable
Fair or poor ability to cope with unexpected problems	7–12	2019–2025	↑	Increased from 23% to 27%
Prescription for anxiety, depression, or both (past year)	9–12	2001–2025	↑	Increased from 3% to 8%
Sought counselling over the phone, website, or both	7–12	2011–2023	↑	Increased from 2% to 5%
Bullied at school (this school year)	7–12	2003–2025	↓	Decreased from 33% to 27%
Bullied online (past year)	7–12	2011–2025	↑	Increased from 22% to 26%
Any online gambling (past year)	7–12	2003–2025	↑	Increased from 3% to 12%
Video gaming problem (past year)	7–12	2007–2025	↑	Increased from 9% to 17%
5+ hours on social media daily	7–12	2013–2025	↑	Increased from 11% to 25%

Percentage Reporting Select Indicators of Mental Health and Well-Being by Sex, 2025 OSDUHS (Grades 7–12)

	Total %	Males	Females	
School Connectedness				
like school very much or quite a lot	30.9	30.5	31.3	
feel close to people at school	82.4	85.9	78.6	*
feel like part of school	80.6	83.2	77.7	*
feel safe at school	89.9	91.5	88.2	*
worried about being harmed or threatened at school	16.9	14.9	19.1	*
Physical Health				
fair/poor self-rated physical health	12.1	10.2	14.0	*
daily physical activity (60 minutes of activity daily in the past week)	25.3	30.6	19.8	*
3+ hours of recreational screen time daily	78.0	77.2	78.8	
worried about/preoccupation with weight, body shape, muscles	55.1	41.4	69.6	*
perceive themselves as overweight	23.9	17.9	30.5	*
bullied about weight or body shape (past year)	52.1	52.6	51.5	
8+ hours of sleep on an average school night	41.3	48.3	33.9	*
concussion (past year)	13.2	13.2	13.2	
eat breakfast daily before school	38.6	45.4	31.5	*
Mental Health				
fair/poor self-rated mental health	29.7	19.7	39.9	*
low self-esteem	10.0	8.8	11.2	
elevated stress (past month)	33.9	22.8	45.1	*
often/always feel lonely	12.9	9.6	16.1	*
moderate-to-serious psychological distress (past month)	45.9	33.1	59.3	*
serious psychological distress (past month)	23.1	13.7	32.9	*
depressive symptoms (past two weeks)	22.1	14.7	29.7	*
anxiety symptoms (past two weeks)	30.6	17.8	43.6	*
self-harm (past year)	14.7	7.9	21.6	*
suicidal ideation (past year)	15.7	10.6	21.0	*
suicide attempt (past year)	3.9	1.9	5.8	*
very/extremely worried about climate change	10.1	6.8	13.5	*
fair/poor ability to cope with unexpected and difficult problems	26.7	19.7	33.7	*
prescribed medication for anxiety/depression/both ^{††}	7.5	4.6	10.2	*
know how to access school-based mental health support	62.6	61.2	63.8	
used school-based mental health support services this school year	13.7	11.5	15.9	*
any mental health care visit, including school-based (past year)	37.2	32.1	42.1	*
sought counselling through a helpline and/or a website (past year)	5.2	3.2	7.1	*
needed mental health support, but did not seek it (past year)	28.5	19.1	37.7	*
Bullying				
been bullied at school this school year (in any way)	27.1	25.1	29.1	
bullied others at school this school year (in any way)	10.9	12.6	9.2	*
been bullied online (past year)	25.5	23.6	27.4	*
bullied others online (past year)	14.3	16.0	12.7	*
Gambling, Video Gaming, Social Media Use				
online sports gambling (past year)	10.0	14.9	4.7	*
any online gambling (past year)	11.6	16.6	6.0	*
gambling in other ways (cards, dice, lotteries; past year)	14.6	17.3	11.5	*
any gambling (past year)	19.9	24.9	14.4	*
video gaming problem (past year)	16.5	22.7	10.1	*
5+ hours on social media daily	24.6	19.0	30.4	*
problematic social media use (past year)	9.7	7.4	12.0	*

Notes: the total sample size is 11,108 students; some estimates based on a random half sample; * indicates a significant sex difference ($p < .05$) *not* controlling for other factors; ^{††} among grades 9–12 only.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Grade, 2025 OSDUHS (Grades 7–12)

	G7	G8	G9	G10	G11	G12	
School Connectedness							
like school very much or quite a lot	32.2	32.2	28.1	28.4	28.3	35.4	*
feel close to people at school	87.9	84.4	86.5	80.9	80.8	76.1	*
feel like part of school	85.7	83.8	83.1	79.8	76.7	76.4	*
feel safe at school	90.5	91.1	89.0	88.7	88.7	91.5	
worried about being harmed or threatened at school	21.6	19.0	18.0	16.2	14.4	14.1	*
Physical Health							
fair/poor self-rated physical health	9.2	13.9	9.7	13.8	14.5	11.1	*
daily physical activity (60 minutes of activity daily in the past week)	32.6	30.3	27.6	23.9	23.6	17.0	*
3+ hours of recreational screen time daily	63.6	74.3	77.5	81.2	83.0	84.8	*
worried about/preoccupation with weight, body shape, muscles	49.4	54.5	54.4	58.7	56.2	56.7	
perceive themselves as overweight	20.6	24.7	24.6	25.9	24.7	22.8	
bullied about weight or body shape (past year)	52.4	58.1	48.6	51.1	52.4	51.0	*
8+ hours of sleep on an average school night	61.4	55.6	44.4	39.2	30.3	24.4	*
concussion (past year)	15.5	17.5	11.3	13.0	12.7	10.7	*
eat breakfast daily before school	48.1	42.4	39.4	39.1	34.6	31.1	*
Mental Health							
fair/poor self-rated mental health	24.6	26.0	25.3	34.7	32.8	33.3	*
low self-esteem	7.7	9.6	8.8	11.1	11.4	11.0	
elevated stress (past month)	19.5	22.6	26.8	34.3	46.3	49.0	*
often/always feel lonely	9.4	9.4	10.3	13.0	14.2	19.1	*
moderate-to-serious psychological distress (past month)	38.7	40.1	42.5	46.6	52.1	52.2	*
serious psychological distress (past month)	17.5	20.5	18.9	25.0	28.6	26.3	*
depressive symptoms (past two weeks)	16.1	20.0	19.6	23.1	26.3	25.8	*
anxiety symptoms (past two weeks)	23.7	26.7	25.3	32.4	35.4	37.3	*
self-harm (past year)	15.5	14.3	11.9	16.9	14.7	14.7	
suicidal ideation (past year)	15.7	13.1	13.7	18.9	16.2	16.3	
suicide attempt (past year)	5.2	3.8	2.3	2.7	4.4	4.8	
very/extremely worried about climate change	7.2	10.3	10.2	11.3	10.0	11.4	
fair/poor ability to cope with unexpected and difficult problems	25.8	29.1	25.6	24.4	29.2	26.2	
prescribed medication for anxiety/depression/both ^{††}	--	--	4.7	7.5	7.5	9.8	
know how to access school-based mental health support	47.0	49.8	64.0	69.5	69.0	71.4	*
used school-based mental health support services this school year	12.5	12.3	10.1	12.8	16.5	17.2	*
any mental health care visit, including school-based (past year)	39.9	36.2	38.9	32.9	35.6	39.3	
sought counselling through a helpline and/or a website (past year)	5.0	4.1	5.0	4.5	6.4	5.9	
needed mental health support, but did not seek it (past year)	23.1	24.6	22.7	30.3	32.6	35.6	*
Bullying							
been bullied at school this school year (in any way)	40.3	34.7	20.8	24.8	21.8	23.3	*
bullied others at school this school year (in any way)	13.1	15.7	8.8	8.1	8.3	11.8	*
been bullied online (past year)	34.2	30.8	23.3	22.5	18.4	25.2	*
bullied others online (past year)	18.1	19.4	12.1	12.0	14.8	11.3	*
Gambling, Video Gaming, Social Media Use							
online sports gambling (past year)	6.7	7.6	9.7	9.8	12.1	13.0	*
any online gambling (past year)	8.8	10.1	10.9	10.7	13.1	14.6	
gambling in other ways (cards, dice, lotteries; past year)	11.6	12.4	11.0	15.1	16.5	19.2	*
any gambling (past year)	16.2	16.8	17.7	20.0	21.7	25.0	*
video gaming problem (past year)	13.8	17.9	19.4	16.2	18.0	14.3	
5+ hours on social media daily	18.3	23.1	24.7	25.0	25.9	29.0	*
problematic social media use (past year)	8.4	8.2	9.2	9.4	9.6	12.9	

Notes: * indicates a significant grade difference ($p < .05$) *not* controlling for other factors; ^{††} among grades 9–12 only.

Percentage Reporting Select Indicators of Mental Health and Well-Being by Region, 2025 OSDUHS (Grades 7–12)

	GTA	North	West	East
School Connectedness				
like school very much or quite a lot	31.3	32.6	32.2	27.8
feel close to people at school	82.4	80.9	83.1	81.6
feel like part of school	79.8	81.9	82.4	79.2
feel safe at school	88.7	89.8	92.5	88.7
worried about being harmed or threatened at school	16.9	16.6	15.8	18.7
Physical Health				
fair/poor self-rated physical health	13.0	14.9	10.3	11.9
daily physical activity (60 minutes of activity daily in the past week)	22.8	24.9	27.5	27.4
3+ hours of recreational screen time daily	79.3	76.5	77.4	76.6
worried about/preoccupation with weight, body shape, muscles	55.9	52.5	55.2	54.3
perceive themselves as overweight	23.4	23.0	24.8	23.9
bullied about weight or body shape (past year)	52.1	49.5	52.3	52.7
8+ hours of sleep on an average school night	39.5	41.9	43.2	42.3
concussion (past year)	13.0	14.1	12.5	14.4
eat breakfast daily before school	39.7	38.8	39.4	35.5
Mental Health				
fair/poor self-rated mental health	29.8	31.4	28.7	30.3
low self-esteem	10.4	11.2	9.5	9.8
elevated stress (past month)	37.7	34.4	28.8	33.3
often/always feel lonely	12.6	12.2	12.5	14.1
moderate-to-serious psychological distress (past month)	48.8	43.7	42.2	45.7
serious psychological distress (past month)	24.1	21.8	21.8	23.3
depressive symptoms (past two weeks)	22.9	21.4	19.8	23.9
anxiety symptoms (past two weeks)	31.7	29.7	28.9	30.9
self-harm (past year)	14.3	13.4	14.3	16.2
suicidal ideation (past year)	15.8	18.4	14.4	16.6
suicide attempt (past year)	4.1	s	3.5	4.0
very/extremely worried about climate change	10.1	10.1	9.6	10.9
fair/poor ability to cope with unexpected and difficult problems	27.3	25.5	25.3	27.7
prescribed medication for anxiety/depression/both ^{††}	6.4	13.4	6.5	9.5
know how to access school-based mental health support	59.7	70.9	67.2	59.6
used school-based mental health support services this school year	13.6	20.5	14.5	11.2
any mental health care visit, including school-based (past year)	37.3	40.0	36.9	36.6
sought counselling through a helpline and/or a website (past year)	5.4	6.1	3.8	6.3
needed mental health support, but did not seek it (past year)	28.2	30.3	27.4	30.0
Bullying				
been bullied at school this school year (in any way)	25.4	35.6	24.3	31.9
bullied others at school this school year (in any way)	9.6	s	12.7	9.7
been bullied online (past year)	26.3	23.9	24.7	25.4
bullied others online (past year)	15.9	16.5	12.5	13.4
Gambling, Video Gaming, Social Media Use				
online sports gambling (past year)	11.0	9.9	8.4	10.5
any online gambling (past year)	12.6	11.4	9.9	12.1
gambling in other ways (cards, dice, lotteries; past year)	14.5	15.6	14.7	14.4
any gambling (past year)	20.4	19.6	19.5	19.5
video gaming problem (past year)	18.5	15.7	15.8	14.0
5+ hours on social media daily	26.7	23.3	22.2	24.2
problematic social media use (past year)	10.8	9.3	9.3	8.5

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.

Methodology

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

The 2025 cycle employed a stratified (by region and school level), two-stage (school, class) cluster sampling design. The final sample included 11,108 students in grades 7 to 12 from 1,147 classes in 246 schools across 42 English and French public and Catholic school boards. Schools located in First Nation communities, on military bases, in hospitals or other institutions, as well as private schools, were excluded from selection. 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 questionnaires were group administered in classrooms during regular school hours by staff from York University's Institute for Social Research (ISR) between December 2024 and June 2025.

To produce representative estimates, the data from the 11,108 students were weighted to reflect the population of nearly one million students enrolled in grades 7 through 12 in Ontario's publicly funded school system.

New topics presented in this report include eating breakfast daily before school, depressive symptoms, anxiety symptoms, spending money in a video game, online sports gambling, and exposure to advertising for online gambling.

Please visit the OSDUHS webpage for reports and FAQs:

www.camh.ca/osduhs

RÉSUMÉ DU RAPPORT 2025 DU SCDSEO SUR LA SANTÉ MENTALE ET LE BIEN-ÊTRE

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 2025. 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.

SCDSEO 2025

Au total, 11 108 élèves de la 7^e à la 12^e année, répartis dans 1147 classes, 246 écoles et 42 conseils scolaires de l'Ontario, ont participé au cycle 2025 du SCDSEO. Les données proviennent de déclarations faites à l'aide de questionnaires en ligne anonymes. Le sondage a été effectué en classe entre décembre 2024 et juin 2025.

Vie familiale et vie scolaire

- Moins de la moitié (42 %) des élèves ont déclaré qu'ils ne parlaient que rarement à leurs parents, voire jamais, de leurs problèmes ou de ce qu'ils ressentent.
 - Environ un tiers (31 %) des élèves ont déclaré aimer beaucoup ou assez l'école. Environ 44 % aiment l'école dans une certaine mesure, et 25 % disent ne pas aimer l'école.
 - La plupart des élèves (82 %) se sentent proches des personnes qu'ils côtoient à l'école, 81 % ont un sentiment d'appartenance à leur école, et 90 % s'y sentent généralement en sécurité. Environ 17 % des élèves ont peur d'être intimidés ou de subir des blessures à l'école.
- Les pourcentages d'élèves ayant déclaré 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 augmenté de manière significative depuis 2023 (le cycle du dernier sondage). Le pourcentage d'élèves qui ont peur d'être intimidés ou de subir des blessures à l'école est significativement plus élevé aujourd'hui qu'il ne l'était il y a quelques années.
- Environ 11 % (soit un neuvième) 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 6 % ont déclaré se sentir victimes de discrimination à l'école en raison d'un handicap. Des pourcentages similaires (environ 5 % des élèves) se sentent victimes de discrimination à l'école en raison de leur identité de genre ou de leur orientation sexuelle.

Santé physique

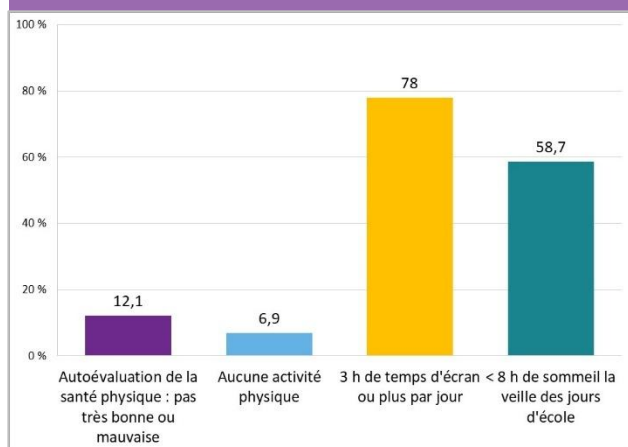
Santé physique autoévaluée et problèmes de santé

- Bien qu'une majorité (58 %) des élèves estiment que leur santé physique est excellente ou très bonne, environ 12 % (un huitième) 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 a significativement diminué entre 2023 et 2025, revenant à un niveau semblable à celui de 2019. Les estimations de 2025 demeurent toutefois plus élevées que celles de 1999 et du début des années 2000.
- 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 (16 %), le trouble déficitaire de l'attention avec ou sans hyperactivité (12 %) et les troubles de la vue (10 %).

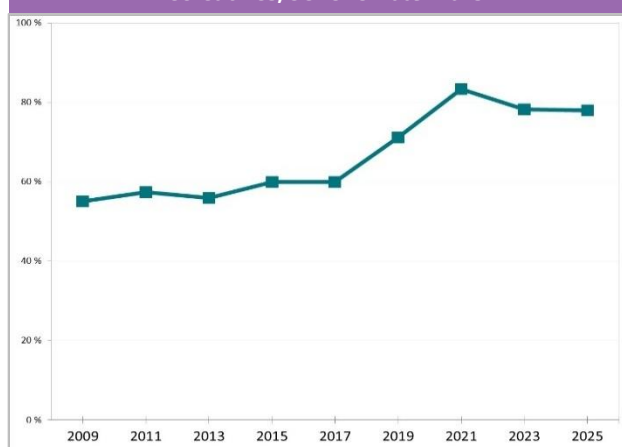
Activité physique, temps d'écran et sommeil

- Un quart (25 %) 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 en matière de mouvement sur 24 heures pour les enfants et les jeunes.
- Le pourcentage d'élèves déclarant passer trois heures ou plus par jour devant un écran durant leurs moments de loisir demeure parmi les plus élevés depuis l'introduction de la question, en 2009.
- Environ 41 % des élèves ont déclaré dormir habituellement huit heures ou plus la veille des jours d'école, en moyenne. La majorité des élèves (59 %) dorment donc moins de huit heures par nuit.

Pourcentage de réponses pour certains indicateurs de santé physique, SCDSEO 2025



Pourcentage d'élèves déclarant passer trois heures par jour ou plus devant un écran, à des fins récréatives, SCDSEO 2009-2025



Troubles de l'alimentation et de l'image corporelle

- Plus de la moitié (55 %) 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.
 - 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 42 % des élèves ont déclaré s'être gavés de nourriture au moins une fois au cours du mois écoulé.
 - La moitié (51 %) 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.
 - Environ deux tiers (61 %) des élèves sont satisfaits de leur poids. Environ un quart d'entre eux (24 %) se trouvent trop gros, et 15 % 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 progressive (de 19 % à 24 %) depuis 2001, année où la question a été introduite.
- Environ un tiers (31 %) des élèves n'essaient pas de modifier leur poids. Un tiers (33 %) essaie de perdre du poids, 17 % veulent éviter de prendre du poids, et 19 % veulent en prendre.
 - Un peu plus de la moitié (52 %) 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 2025, passant de 40 % à 52 %.

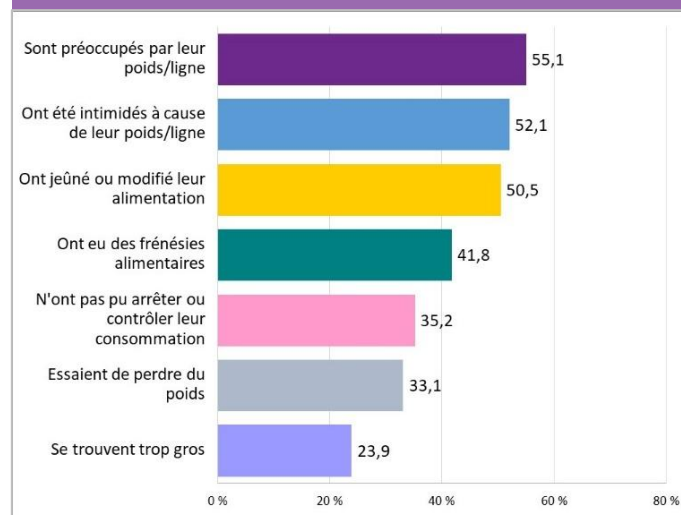
Traumatisme crânien

- Plus d'un tiers (40 %) des élèves ont déclaré avoir subi un traumatisme crânien au cours de leur vie. Treize pour cent (soit environ un huitième) d'entre eux ont déclaré avoir subi un traumatisme crânien au cours de l'année écoulée.
- À l'exception d'une diminution enregistrée en 2021, le pourcentage d'élèves déclarant avoir subi un traumatisme crânien au cours de l'année écoulée est resté relativement stable depuis 2007, année où la question a été introduite.

Prendre le petit-déjeuner, aller à l'école l'estomac vide

- Plus du tiers (39 %) des élèves ont déclaré prendre le petit-déjeuner tous les jours avant d'aller à l'école.
- Le pourcentage d'élèves ayant déclaré prendre le petit-déjeuner tous les jours avant d'aller à l'école a significativement diminué entre 2009 (année d'introduction de la question) et 2025, passant de 51 % à 39 %.
- Environ 4 % des élèves ont déclaré qu'ils vont souvent ou toujours à l'école ou au lit l'estomac vide parce qu'il n'y a pas assez de nourriture à la maison.

Pourcentage de réponses pour certains indicateurs de l'image corporelle et de troubles de l'alimentation, SCDSEO 2025



Santé mentale

Auto-évaluation de la santé mentale

- Environ 42 % des élèves estiment que leur santé mentale est excellente ou très bonne, tandis que près d'un tiers (30 %) 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 diminué de façon significative depuis le dernier sondage en 2023, mais demeure beaucoup plus élevé qu'en 2007 (année d'introduction de la question), où il était estimé à 11 %.

Faible estime de soi et solitude

- Dix pour cent 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 10 %.
- Environ 13 % (soit un huitième) des élèves ont déclaré se sentir souvent ou toujours seuls.
- Le pourcentage d'élèves ayant déclaré se sentir seuls est resté stable depuis 2021, année d'introduction de la question.

Pourcentage de réponses pour certains indicateurs de santé mentale, SCDSEO 2025



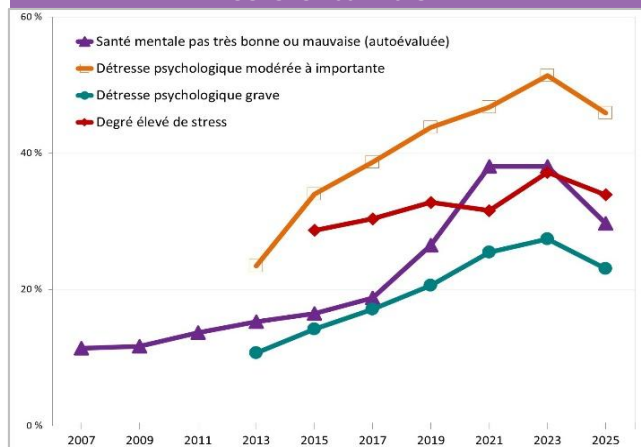
Degré élevé de stress

- Un tiers (34 %) 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 34 %.

Détresse psychologique

- Un peu moins de la moitié (46 %) des élèves ont déclaré éprouver un sentiment de détresse modéré ou important.
- Environ un quart (23 %) des élèves ont indiqué éprouver un grand sentiment de détresse.
- Les deux indicateurs de détresse ont diminué de manière significative depuis le dernier sondage en 2023. Toutefois, les deux indicateurs sont demeurés élevés depuis l'introduction de la question, il y a plus de dix ans. La détresse modérée est passée de 24 % en 2013 à 46 % en 2025, et la détresse grave est passée de 11 % en 2013 à 23 % en 2025.

Pourcentage d'élèves déclarant leur santé mentale comme pas très bonne ou mauvaise ou signalant une détresse psychologique et un degré élevé de stress, SCDSEO 2007-2025

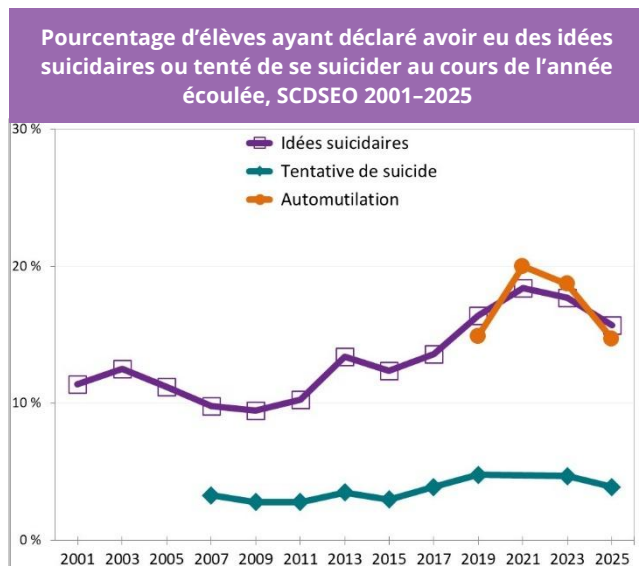


Symptômes de dépression et d'anxiété

- Environ 22 % (soit un cinquième) des élèves ont déclaré avoir présenté des symptômes de dépression au cours des deux semaines précédant le sondage.
- Environ un tiers (31 %) des élèves ont déclaré avoir présenté des symptômes d'anxiété au cours des deux semaines précédant le sondage.

Automutilation et suicide

- Environ 15 % (soit près d'un septième) 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 diminué de manière significative entre 2023 et 2025 (passant de 19 % à 15 %), revenant ainsi au niveau observé en 2019 (année d'introduction de la question).
- Environ 16 % (soit un sixième) des élèves ont eu des idées suicidaires intenses au cours de l'année écoulée, et 4 % ont déclaré avoir fait une tentative de suicide au cours de l'année.
- Le pourcentage d'élèves déclarant avoir eu des idées suicidaires est demeuré stable au cours des dernières années, mais a augmenté de façon significative depuis 2001, année d'introduction de la question, passant de 11 % à 16 %.
- 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 %.

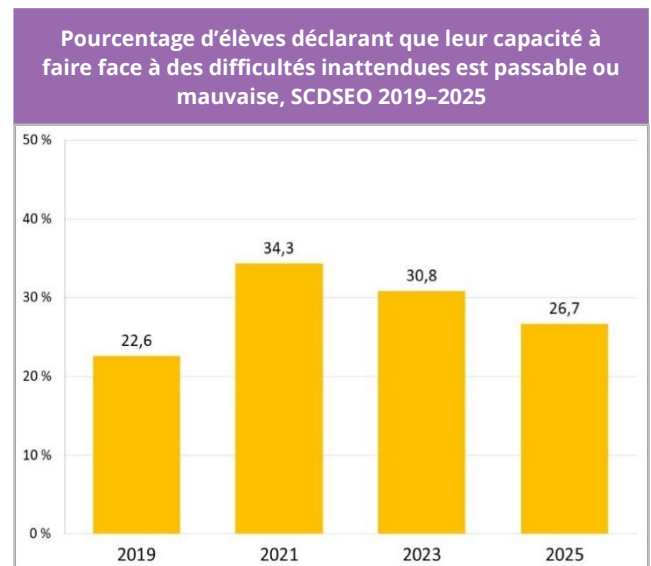


Anxiété liée aux changements climatiques

- Dix pour cent des élèves sont très inquiets ou extrêmement inquiets au sujet des changements climatiques.
- L'anxiété liée aux changements climatiques a diminué considérablement depuis le dernier sondage en 2023 (18 %) et est plus faible aujourd'hui qu'elle avait été estimée en 2021 (24 %), année d'introduction de la question.

Capacité à faire face aux difficultés

- Plus d'un tiers (38 %) des élèves estiment que leur capacité à faire face à des difficultés inattendues est excellente ou très bonne. Environ un quart (27 %) des 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 est demeuré élevé et est significativement plus élevé aujourd'hui qu'en 2019 (année d'introduction de la question) où il était estimé à 23 %.



Prescription de médicaments psychiatriques

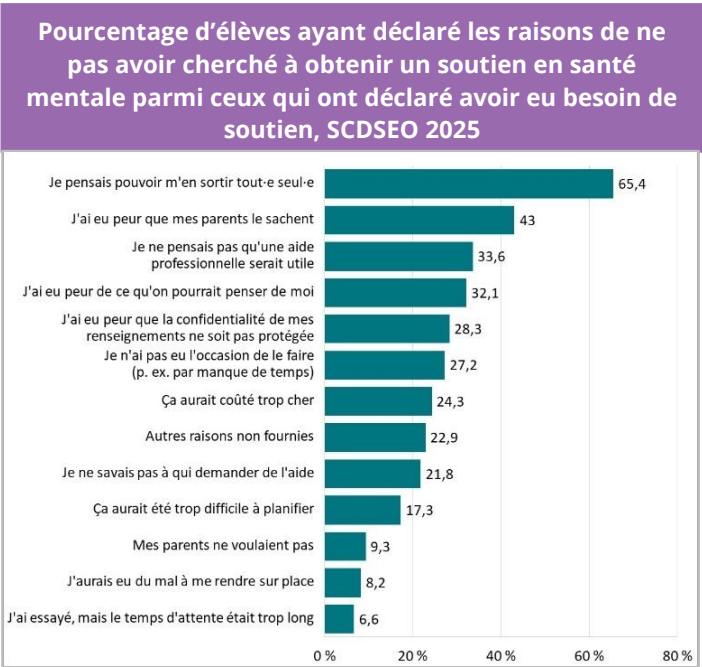
- Environ 8 % (soit un douzième) des élèves du secondaire ont déclaré avoir reçu une ordonnance pour le traitement de l'anxiété, de la dépression ou des deux au cours de l'année écoulée.
- Le pourcentage d'élèves du secondaire ayant déclaré avoir reçu une ordonnance pour le traitement de l'anxiété, de la dépression ou des deux est stable depuis les dernières années, mais a augmenté de façon significative depuis 2001 (année d'introduction de la question), passant de 3 % à 8 %.

Soutien en santé mentale

- Environ deux tiers (63 %) des élèves ont déclaré savoir comment obtenir des services de santé mentale en milieu scolaire. Environ 16 % (soit un sixième) des élèves ont déclaré ne pas savoir comment faire, et 21 % des élèves ont indiqué une incertitude à ce sujet.
- Quatorze pour cent (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.
- Le pourcentage des élèves ayant déclaré savoir comment accéder aux services de santé mentale offerts par l'école a considérablement augmenté depuis 2023 (passant de 57 % à 63 %). Le pourcentage d'élèves ayant déclaré avoir recours à ces services est resté stable à 14 %.
- Plus d'un tiers (37 %) 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 5 % des élèves ont déclaré avoir cherché des conseils en appelant une ligne d'assistance téléphonique, en consultant un site Web 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, en consultant un site Web ou les deux est demeuré stable au cours des dernières années. Cependant, il y a eu une petite, mais significative, augmentation depuis 2011 (année d'introduction de la question), passant de 2 % à 5 %.

Obstacles à la recherche d'un soutien en santé mentale

- Environ un quart (29 %) 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.
- Le pourcentage d'élèves ayant déclaré avoir eu besoin d'un soutien professionnel en santé mentale, mais ne pas en avoir cherché a diminué de manière significative depuis le dernier sondage en 2023 (passant de 33 % à 29 %).
- 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 croyaient pouvoir se débrouiller seuls, ils avaient peur que leurs parents le sachent, ils ne pensaient pas que le soutien professionnel serait utile.



Intimidation

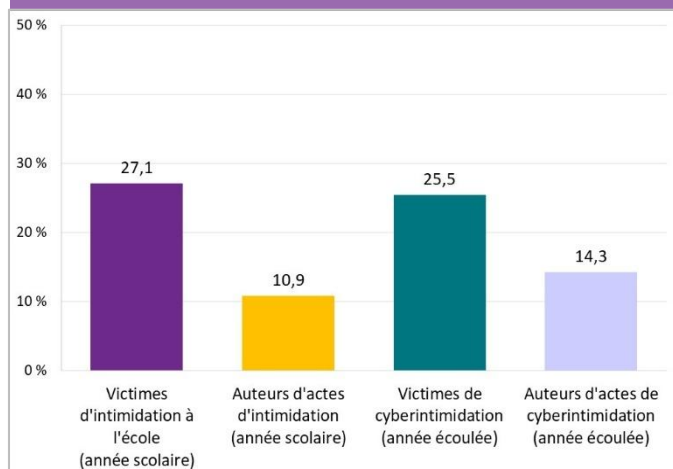
Intimidation à l'école

- Un peu plus du quart (27 %) 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 (23 %). Deux pour cent des élèves ont déclaré avoir été principalement victimes d'agression physique, et 2 % ont dit avoir été victimes de vol ou de vandalisme.
- Onze pour cent (soit un neuvième) des élèves ont déclaré avoir intimidé d'autres élèves à l'école depuis septembre.
- Le pourcentage d'élèves ayant déclaré avoir été victimes d'intimidation à l'école a augmenté graduellement depuis 2017 (année où il a été de seulement 21 %). Le pourcentage estimé est toutefois significativement moins élevé aujourd'hui qu'il ne l'était quand la question a été introduite en 2003, année où il était estimé à 33 %.
- Le pourcentage d'élèves ayant déclaré avoir intimidé d'autres élèves à l'école est demeuré stable au cours des dernières années, mais a diminué depuis 2003, passant de 30 % à 11 %.

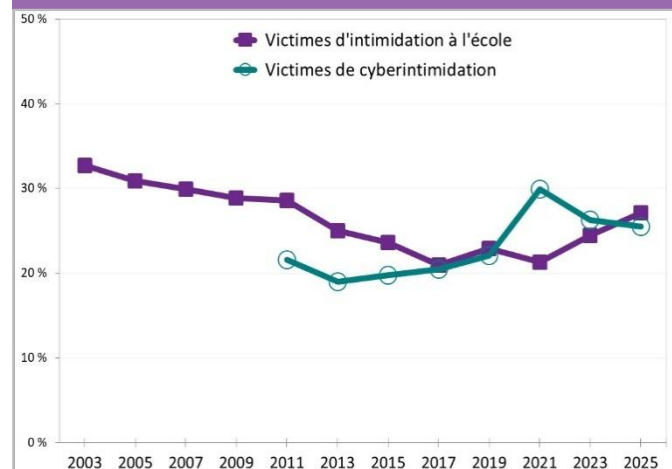
Cyberintimidation

- Un quart (26 %) des élèves ont déclaré avoir été victimes d'intimidation en ligne au cours de l'année écoulée.
- Quatorze pour cent (soit un septième) des élèves ont déclaré avoir pratiqué l'intimidation en ligne au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir été victimes d'intimidation en ligne au cours de l'année écoulée est demeuré stable depuis 2021, mais l'estimation actuelle (26 %) demeure plus élevée que toutes les estimations observées entre 2011, année d'introduction de la question, et 2019 (environ 19 % à 22 %).
- Le pourcentage d'élèves ayant déclaré avoir pratiqué l'intimidation en ligne a augmenté de manière significative depuis 2017, année d'introduction de la question, passant de 10 % à 14 %.

Pourcentage d'élèves ayant déclaré avoir été victimes ou auteurs d'intimidation à l'école et de cyberintimidation au cours de l'année écoulée, SCDSEO 2025



Pourcentage d'élèves ayant déclaré avoir été victimes d'intimidation à l'école et de cyberintimidation au cours de l'année écoulée, SCDSEO 2003-2025



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

Fréquentation des réseaux sociaux

- Une très large majorité (94 %) d'élèves fréquentent quotidiennement les réseaux sociaux. Un quart (25 %) 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 est demeuré stable depuis l'enquête précédente, menée en 2023, mais a augmenté depuis 2019 (alors que l'estimation était de 21 %), et a plus que doublé depuis 2013, année d'introduction de la question (alors que l'estimation était de 11 %), pour atteindre 25 % en 2025.
- Dix pour cent des élèves 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.
- Le pourcentage d'élèves ayant signalé des symptômes d'usage problématique des réseaux sociaux est resté stable entre 2023, année d'introduction de la question, et 2025.

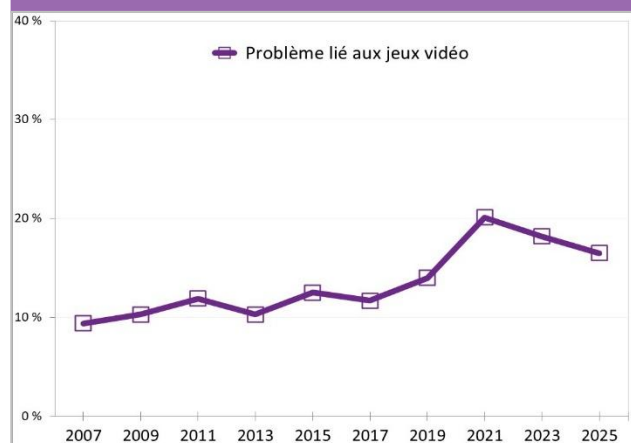
Jeux vidéo

- Environ un quart (27 %) des élèves jouent quotidiennement ou presque à des jeux vidéo. Environ 10 % (soit un dixième) jouent à des jeux vidéo pendant cinq heures ou plus par jour.
- Dix-sept pour cent des élèves (17 %, soit un sixième) ont signalé des symptômes d'un problème lié aux jeux vidéo (tels que préoccupation, tolérance, perte de contrôle, 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 est demeuré stable au cours des dernières années, mais a considérablement augmenté depuis 2007, date d'introduction de la question, passant de 9 % à 17 %.
- Près de la moitié (48 %) des élèves ayant déclaré avoir joué à des jeux vidéo au cours de l'année écoulée ont déclaré avoir effectué des « microtransactions » (p. ex. l'achat de marchandises virtuelles pour le jeu comme des boîtes de butin) au moins une fois pendant qu'ils jouaient.
- Un tiers (33 %) des élèves qui ont joué à des jeux vidéo au cours de l'année écoulée ont déclaré avoir dépensé de l'argent au moins une fois pour obtenir des points pouvant être échangés.

Pourcentage d'élèves ayant déclaré passer cinq heures ou plus par jour sur les réseaux sociaux, SCDSEO 2013-2025



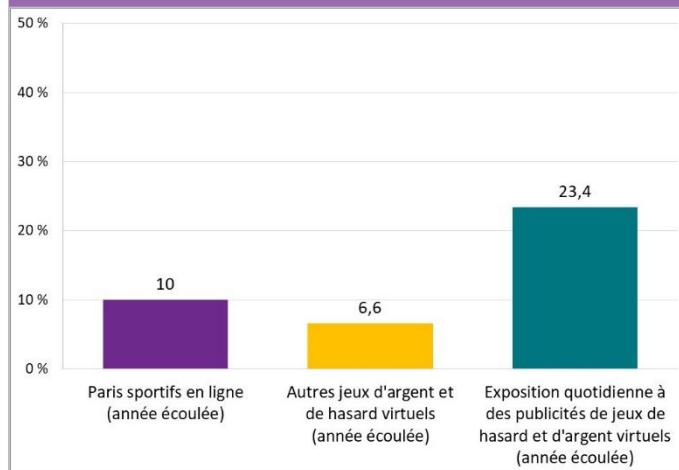
Pourcentage d'élèves ayant déclaré avoir un problème de jeu vidéo, SCDSEO 2007-2025



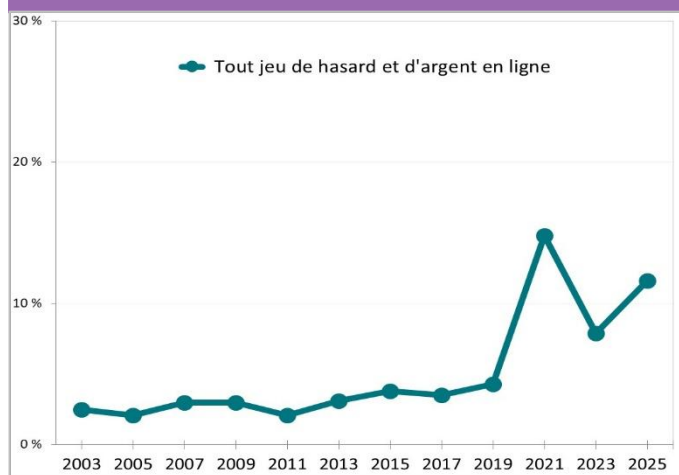
Jeux de hasard et d'argent

- Dix pour cent des élèves ont déclaré avoir joué de l'argent dans des paris sportifs au moins une fois au cours de l'année écoulée. Environ 7 % des élèves ont déclaré avoir parié de l'argent dans le cadre d'activités en ligne autres que des paris sportifs (p. ex. parties de poker en ligne, casinos virtuels).
- Environ 12 % (soit un huitième) des élèves ont déclaré avoir joué de l'argent dans des jeux de hasard et d'argent virtuels (paris sportifs en ligne, parties de poker en ligne, jeux de casinos virtuels) au moins une fois au cours de l'année écoulée.
- Environ 15 % 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.
- Vingt pour cent (soit un cinquième) des élèves ont déclaré avoir joué de l'argent d'une façon ou d'une autre au cours de l'année écoulée.
- Le pourcentage d'élèves ayant déclaré avoir joué de l'argent dans des paris sportifs en ligne au cours de l'année écoulée a considérablement augmenté depuis 2017 (année d'introduction de la question), passant de 1 % à 10 % en 2025.
- Le pourcentage d'élèves ayant déclaré avoir joué de l'argent en ligne d'une façon ou d'une autre au cours de l'année écoulée a significativement augmenté entre 2023 et 2025, passant de 8 % à 12 %. En examinant les tendances à long terme, le pourcentage a augmenté de manière significative depuis 2003, année d'introduction de la question, passant de 3 % à 12 %.
- Environ un quart (23 %) des élèves ont déclaré avoir vu ou entendu tous les jours des publicités de jeux de hasard et d'argent virtuels.

Pourcentage d'élèves ayant déclaré faire des paris sportifs en ligne, jouer de l'argent en ligne et avoir été exposés tous les jours à des publicités de jeux de hasard et d'argent virtuels, SCDSEO 2025



Pourcentage d'élèves ayant déclaré jouer de l'argent en ligne, SCDSEO 2003-2025



Variations selon le sexe*

 Les garçons ont été plus nombreux à déclarer :	 Les filles ont été plus nombreuses à déclarer :
- ne parler que rarement de leurs problèmes à leurs parents, voire jamais - avoir un sentiment d'appartenance à leur école et s'y sentir en sécurité - être physiquement actifs au quotidien - se percevoir comme trop maigres - dormir au moins huit heures la veille des jours d'école - déjeuner tous les jours avant d'aller à l'école - intimider des élèves à l'école - pratiquer la cyberintimidation - jouer de l'argent, en ligne ou d'une autre façon - avoir été exposés tous les jours à des publicités de jeux de hasard et d'argent virtuels - passer cinq heures par jour ou plus à jouer à des jeux vidéo - dépenser de l'argent pendant qu'ils jouent à des jeux vidéo - faire un usage problématique des jeux vidéo	- avoir peur de subir des blessures ou d'être intimidées à l'école - avoir une santé physique pas très bonne ou mauvaise - avoir des symptômes de troubles de l'alimentation - se percevoir comme trop grosses - avoir une santé mentale pas très bonne ou mauvaise - éprouver beaucoup de stress - se sentir souvent ou toujours seules - ressentir une détresse modérée ou grave - avoir des symptômes de dépression - avoir des symptômes d'anxiété - s'être automutilées - avoir eu des idéations suicidaires et avoir tenté de se suicider - être inquiètes au sujet 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, en consultant un site Web ou les deux - avoir besoin d'un soutien en santé mentale, sans avoir fait de démarches en ce sens - être victimes de cyberintimidation - passer tous les jours cinq heures ou plus sur les réseaux sociaux - faire un usage problématique des réseaux sociaux

* désigne le sexe assigné à la naissance

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
passer trois heures ou plus par jour devant un écran durant les moments de loisir	avoir un sentiment d'appartenance à leur école
avoir une santé mentale pas très bonne ou mauvaise (autoévaluée)	être physiquement actifs au quotidien
éprouver beaucoup de stress	dormir au moins huit heures la veille des jours d'école
se sentir souvent ou toujours seuls	avoir subi un traumatisme crânien
éprouver un sentiment de détresse modéré ou important	déjeuner tous les jours avant d'aller à l'école
avoir des symptômes de dépression	être victimes d'intimidation à l'école
avoir des symptômes d'anxiété	être victimes de cyberintimidation
savoir comment accéder aux services de santé mentale offerts par leur école	
recourir aux services de santé mentale offerts par leur école	
avoir besoin d'un soutien en santé mentale, sans avoir fait de démarches en ce sens	
faire des paris sportifs en ligne et participer à d'autres jeux d'argent et de hasard virtuels	
participer à d'autres jeux d'argent et de hasard	
être exposés tous les jours à des publicités de jeux d'argent et de hasard virtuels	
passer tous les jours cinq heures ou plus sur les réseaux sociaux	

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 l'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)
■ avoir un degré de stress élevé ■ ressentir une détresse psychologique modérée à grave
Nord de l'Ontario
■ être victime d'intimidation à l'école
Ouest de l'Ontario
■ se sentir en sécurité à l'école

↓ En dessous de la moyenne provinciale
Région du Grand Toronto (RGT)
■ faire de l'activité physique tous les jours ■ savoir comment accéder aux services de santé mentale offerts par l'école ■ être victime d'intimidation à l'école
Ouest de l'Ontario
■ être victime d'intimidation à l'école
Est de l'Ontario
■ savoir comment accéder aux services de santé mentale offerts par l'école

Changements récents

Le tableau suivant résume les changements significatifs intervenus entre 2023 et 2025 pour l'ensemble des élèves ayant participé au sondage.

	2023		2025
Se sentir proches des personnes côtoyées à l'école	77 %	↑	82 %
Avoir un sentiment d'appartenance envers l'école	76 %	↑	81 %
Se sentir en sécurité à l'école	87 %	↑	90 %
Ne pas aimer beaucoup/du tout l'école	29 %	↓	25 %
Déclarer une santé physique pas très bonne ou mauvaise	18 %	↓	12 %
Déclarer une santé mentale pas très bonne ou mauvaise	38 %	↓	30 %
Éprouver une détresse modérée ou importante (mois écoulé)	51 %	↓	46 %
Éprouver une détresse importante (mois écoulé)	27 %	↓	23 %
S'infliger des blessures (année écoulée)	19 %	↓	15 %
Être très inquiets ou extrêmement inquiets au sujet des changements climatiques	18 %	↓	10 %
Savoir comment accéder aux services de santé mentale offerts par l'école	57 %	↑	63 %
Avoir besoin d'un soutien en santé mentale, sans faire de démarches en ce sens (année écoulée)	33 %	↓	29 %
Jouer de l'argent en ligne (année écoulée)	8 %	↑	12 %

Survol des tendances à long terme

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

Indicateur	Années scolaires	Périodes	Changements	
Avoir peur de subir des blessures ou d'être intimidé-e à l'école	7 ^e à 12 ^e	1999–2025	↑	Augmentation de 14 % à 17 %
Évaluer sa santé physique comme pas très bonne ou mauvaise	7 ^e , 9 ^e , 11 ^e	1991–2025	↑	Augmentation de 6 % à 12 %
Faire 60 minutes d'activité physique tous les jours	7 ^e à 12 ^e	2009–2025	↑	Augmentation de 21 % à 25 %
Passer trois heures ou plus par jour sur un écran durant les moments de loisir	7 ^e à 12 ^e	2009–2025	↑	Augmentation de 55 % à 78 %
Se percevoir comme trop gros ou trop grosse	7 ^e à 12 ^e	2001–2025	↑	Augmentation de 19 % à 24 %
Déjeuner tous les jours avant d'aller à l'école	7 ^e à 12 ^e	2009–2025	↓	Diminution de 51 % à 39 %
Évaluer sa santé mentale comme pas très bonne ou mauvaise	7 ^e à 12 ^e	2007–2025	↑	Augmentation de 11 % à 30 %
Avoir une faible estime de soi	7 ^e à 12 ^e	2015–2025	↑	Augmentation de 7 % à 10 %
Avoir un degré élevé de stress (mois écoulé)	7 ^e à 12 ^e	2015–2025	↑	Augmentation de 29 % à 34 %
Éprouver une détresse modérés ou importante (mois écoulé)	7 ^e à 12 ^e	2013–2025	↑	Augmentation de 24 % à 46 %
Éprouver une détresse importante (mois écoulé)	7 ^e à 12 ^e	2013–2025	↑	Augmentation de 11 % à 23 %
S'infliger des blessures (année écoulée)	7 ^e à 12 ^e	2019–2025	■	Stable
Avoir des idées suicidaires (année écoulée)	7 ^e à 12 ^e	2001–2025	↑	Augmentation de 11 % à 16 %
Faire une tentative de suicide (année écoulée)	7 ^e à 12 ^e	2007–2025	■	Stable
Avoir une mauvaise ou insuffisante capacité à faire face à des situations inattendues	7 ^e à 12 ^e	2019–2025	↑	Augmentation de 23 % à 27 %
Prendre des médicaments d'ordonnance contre l'anxiété, la dépression ou les deux (année écoulée)	9 ^e à 12 ^e	2001–2025	↑	Augmentation de 3 % à 8 %
Chercher des conseils en appelant une ligne d'assistance téléphonique ou en consultant un site Web ou les deux	7 ^e à 12 ^e	2011–2023	↑	Augmentation de 2 % à 5 %
Être victime d'intimidation à l'école (durant l'année scolaire écoulée)	7 ^e à 12 ^e	2003–2025	↓	Diminution de 33 % à 27 %
Être victime de cyberintimidation (année écoulée)	7 ^e à 12 ^e	2011–2025	↑	Augmentation de 22 % à 26 %
Jouer de l'argent en ligne (année écoulée)	7 ^e à 12 ^e	2003–2025	↑	Augmentation de 3 % à 12 %
Avoir des problèmes liés aux jeux vidéo (année écoulée)	7 ^e à 12 ^e	2007–2025	↑	Augmentation de 9 % à 17 %
Passer 5 heures ou plus par jour sur les réseaux sociaux	7 ^e à 12 ^e	2013–2025	↑	Augmentation de 11 % à 25 %

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par sexe – SCDSEO 2025 (7^e à 12^e année)

	% total	Garçons	Filles	
Sentiment d'appartenance envers l'école				
aiment beaucoup ou assez l'école	30,9	30,5	31,3	
se sentent proches des personnes qu'ils côtoient à l'école	82,4	85,9	78,6	*
ont un sentiment d'appartenance à leur école	80,6	83,2	77,7	*
se sentent en sécurité à l'école	89,9	91,5	88,2	*
ont eu peur de subir des blessures ou de se faire intimider à l'école	16,9	14,9	19,1	*
Santé physique				
jugent leur santé physique pas très bonne ou mauvaise	12,1	10,2	14,0	*
font 60 minutes d'activité physique par jour (semaine écoulée)	25,3	30,6	19,8	*
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	78,0	77,2	78,8	
sont préoccupés par leur poids, leur ligne, leur musculature	55,1	41,4	69,6	*
se trouvent trop gros ou grosses	23,9	17,9	30,5	*
ont été victimes d'insultes à propos de leur poids ou de leur ligne (année écoulée)	52,1	52,6	51,5	
dorment huit heures ou plus la veille des jours d'école	41,3	48,3	33,9	*
ont subi des traumatismes crâniens (année écoulée)	13,2	13,2	13,2	
déjeunent tous les jours avant d'aller à l'école	38,6	45,4	31,5	*
Santé mentale				
jugent leur santé mentale pas très bonne ou mauvaise	29,7	19,7	39,9	*
ont une faible estime d'eux-mêmes	10,0	8,8	11,2	
éprouvent un degré élevé de stress (mois écoulé)	33,9	22,8	45,1	*
se sentent souvent ou toujours seuls	12,9	9,6	16,1	*
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	45,9	33,1	59,3	*
éprouvent une détresse importante (mois écoulé)	23,1	13,7	32,9	*
ont des symptômes de dépression (deux semaines écoulées)	22,1	14,7	29,7	*
ont des symptômes d'anxiété (deux semaines écoulées)	30,6	17,8	43,6	*
se sont automutilés (année écoulée)	14,7	7,9	21,6	*
ont eu des idées suicidaires (année écoulée)	15,7	10,6	21,0	*
ont fait une tentative de suicide (année écoulée)	3,9	1,9	5,8	*
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	10,1	6,8	13,5	*
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	26,7	19,7	33,7	*
ont pris des médicaments pour l'anxiété, la dépression ou les deux ^{††}	7,5	4,6	10,2	*
savent comment accéder aux services de santé mentale offerts par l'école	62,6	61,2	63,8	
ont eu recours à des services de santé mentale à l'école (année scolaire)	13,7	11,5	15,9	*
ont consulté un-e professionnel-le en santé mentale (y compris à l'école) (année écoulée)	37,2	32,1	42,1	*
ont cherché des conseils en appelant une ligne d'assistance ou en consultant un site Web (année écoulée)	5,2	3,2	7,1	*
ont eu besoin d'un soutien professionnel en santé mentale, mais n'en ont pas cherché (année écoulée)	28,5	19,1	37,7	*
Intimidation				
ont été victimes d'intimidation à l'école au cours de l'année scolaire	27,1	25,1	29,1	
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	10,9	12,6	9,2	*
ont été victimes de cyberintimidation (année écoulée)	25,5	23,6	27,4	*
ont pratiqué la cyberintimidation (année écoulée)	14,3	16,0	12,7	*
Jeux de hasard et d'argent, jeux vidéo, fréquentation des réseaux sociaux				
ont joué de l'argent dans des paris sportifs (année écoulée)	10,0	14,9	4,7	*
ont joué de l'argent en ligne (année écoulée)	11,6	16,6	6,0	*
ont joué de l'argent dans le cadre d'autres activités (cartes, dés, loteries; année écoulée)	14,6	17,3	11,5	*
ont joué de l'argent d'une façon ou d'une autre (année écoulée)	19,9	24,9	14,4	*
ont un problème lié aux jeux vidéo (année écoulée)	16,5	22,7	10,1	*
passent cinq heures ou plus par jour sur les réseaux sociaux	24,6	19,0	30,4	*
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	9,7	7,4	12,0	*

Remarques : la taille totale de l'échantillon est de 11 108 élèves; certaines estimations reposent sur un demi-échantillon aléatoire; 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

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par année scolaire – SCDSEO 2025 (7^e à 12^e année)

	7 ^e	8 ^e	9 ^e	10 ^e	11 ^e	12 ^e	
Sentiment d'appartenance envers l'école							
aiment beaucoup ou assez l'école	32,2	32,2	28,1	28,4	28,3	35,4	*
se sentent proches des personnes qu'ils côtoient à l'école	87,9	84,4	86,5	80,9	80,8	76,1	*
ont un sentiment d'appartenance à leur école	85,7	83,8	83,1	79,8	76,7	76,4	*
se sentent en sécurité à l'école	90,5	91,1	89,0	88,7	88,7	91,5	
ont eu peur de subir des blessures ou de se faire intimider à l'école	21,6	19,0	18,0	16,2	14,4	14,1	*
Santé physique							
jugent leur santé physique pas très bonne ou mauvaise	9,2	13,9	9,7	13,8	14,5	11,1	*
font 60 minutes d'activité physique par jour (semaine écoulée)	32,6	30,3	27,6	23,9	23,6	17,0	*
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	63,6	74,3	77,5	81,2	83,0	84,8	*
sont préoccupés par leur poids, leur ligne, leur musculature	49,4	54,5	54,4	58,7	56,2	56,7	
se trouvent trop gros ou grosses	20,6	24,7	24,6	25,9	24,7	22,8	
ont été victimes d'insultes à propos de leur poids ou de leur ligne (année écoulée)	52,4	58,1	48,6	51,1	52,4	51,0	*
dorment huit heures ou plus la veille des jours d'école	61,4	55,6	44,4	39,2	30,3	24,4	*
ont subi des traumatismes crâniens (année écoulée)	15,5	17,5	11,3	13,0	12,7	10,7	*
déjeunent tous les jours avant d'aller à l'école	48,1	42,4	39,4	39,1	34,6	31,1	*
Santé mentale							
jugent leur santé mentale pas très bonne ou mauvaise	24,6	26,0	25,3	34,7	32,8	33,3	*
ont une faible estime d'eux-mêmes	7,7	9,6	8,8	11,1	11,4	11,0	
éprouvent un degré élevé de stress (mois écoulé)	19,5	22,6	26,8	34,3	46,3	49,0	*
se sentent souvent ou toujours seuls	9,4	9,4	10,3	13,0	14,2	19,1	*
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	38,7	40,1	42,5	46,6	52,1	52,2	*
éprouvent une détresse importante (mois écoulé)	17,5	20,5	18,9	25,0	28,6	26,3	*
ont des symptômes de dépression (deux semaines écoulées)	16,1	20,0	19,6	23,1	26,3	25,8	*
ont des symptômes d'anxiété (deux semaines écoulées)	23,7	26,7	25,3	32,4	35,4	37,3	*
se sont automutilés (année écoulée)	15,5	14,3	11,9	16,9	14,7	14,7	
ont eu des idées suicidaires (année écoulée)	15,7	13,1	13,7	18,9	16,2	16,3	
ont fait une tentative de suicide (année écoulée)	5,2	3,8	2,3	2,7	4,4	4,8	
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	7,2	10,3	10,2	11,3	10,0	11,4	
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	25,8	29,1	25,6	24,4	29,2	26,2	
ont pris des médicaments pour l'anxiété, la dépression ou les deux ^{††}	--	--	4,7	7,5	7,5	9,8	
savent comment accéder aux services de santé mentale offerts par l'école	47,0	49,8	64,0	69,5	69,0	71,4	*
ont eu recours à des services de santé mentale à l'école (année scolaire)	12,5	12,3	10,1	12,8	16,5	17,2	*
ont consulté un-e professionnel-le en santé mentale (y compris à l'école) (année écoulée)	39,9	36,2	38,9	32,9	35,6	39,3	
ont cherché des conseils en appelant une ligne d'assistance ou en consultant un site Web (année écoulée)	5,0	4,1	5,0	4,5	6,4	5,9	
ont eu besoin d'un soutien professionnel en santé mentale, mais n'en ont pas cherché (année écoulée)	23,1	24,6	22,7	30,3	32,6	35,6	*
Intimidation							
ont été victimes d'intimidation à l'école au cours de l'année scolaire	40,3	34,7	20,8	24,8	21,8	23,3	*
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	13,1	15,7	8,8	8,1	8,3	11,8	*
ont été victimes de cyberintimidation (année écoulée)	34,2	30,8	23,3	22,5	18,4	25,2	*
ont pratiqué la cyberintimidation (année écoulée)	18,1	19,4	12,1	12,0	14,8	11,3	*
Jeux de hasard et d'argent, jeux vidéo, fréquentation des réseaux sociaux							
ont joué de l'argent dans des paris sportifs (année écoulée)	6,7	7,6	9,7	9,8	12,1	13,0	*
ont joué de l'argent en ligne (année écoulée)	8,8	10,1	10,9	10,7	13,1	14,6	
ont joué de l'argent dans le cadre d'autres activités (cartes, dés, loteries; année écoulée)	11,6	12,4	11,0	15,1	16,5	19,2	*
ont joué de l'argent d'une façon ou d'une autre (année écoulée)	16,2	16,8	17,7	20,0	21,7	25,0	*
ont un problème lié aux jeux vidéo (année écoulée)	13,8	17,9	19,4	16,2	18,0	14,3	
passent cinq heures ou plus par jour sur les réseaux sociaux	18,3	23,1	24,7	25,0	25,9	29,0	*
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	8,4	8,2	9,2	9,4	9,6	12,9	

Remarques : l'astérisque * indique une différence significative entre les classes ($p < 0,05$) indépendamment des autres facteurs; †† s'applique exclusivement aux élèves de la 9^e à la 12^e année

Pourcentages relatifs à certains indicateurs liés à la santé mentale et au bien-être des élèves de l'Ontario, ventilés par région – SCDSEO 2025 (7^e à 12^e année)

	RGT	Nord	Ouest	Est
Sentiment d'appartenance envers l'école				
aiment beaucoup ou assez l'école	31,3	32,6	32,2	27,8
se sentent proches des personnes qu'ils côtoient à l'école	82,4	80,9	83,1	81,6
ont un sentiment d'appartenance à leur école	79,8	81,9	82,4	79,2
se sentent en sécurité à l'école	88,7	89,8	92,5	88,7
ont eu peur de subir des blessures ou de se faire intimider à l'école	16,9	16,6	15,8	18,7
Santé physique				
jugent leur santé physique pas très bonne ou mauvaise	13,0	14,9	10,3	11,9
font 60 minutes d'activité physique par jour (semaine écoulée)	22,8	24,9	27,5	27,4
passent trois heures par jour devant un écran électronique ou plus durant leurs moments de loisir	79,3	76,5	77,4	76,6
sont préoccupés par leur poids, leur ligne, leur musculature	55,9	52,5	55,2	54,3
se trouvent trop gros ou grosses	23,4	23,0	24,8	23,9
ont été victimes d'insultes à propos de leur poids ou de leur ligne (année écoulée)	52,1	49,5	52,3	52,7
dorment huit heures ou plus la veille des jours d'école	39,5	41,9	43,2	42,3
ont subi des traumatismes crâniens (année écoulée)	13,0	14,1	12,5	14,4
déjeunent tous les jours avant d'aller à l'école	39,7	38,8	39,4	35,5
Santé mentale				
jugent leur santé mentale pas très bonne ou mauvaise	29,8	31,4	28,7	30,3
ont une faible estime d'eux-mêmes	10,4	11,2	9,5	9,8
éprouvent un degré élevé de stress (mois écoulé)	37,7	34,4	28,8	33,3
se sentent souvent ou toujours seuls	12,6	12,2	12,5	14,1
éprouvent un sentiment de détresse modéré ou important (mois écoulé)	48,8	43,7	42,2	45,7
éprouvent une détresse importante (mois écoulé)	24,1	21,8	21,8	23,3
ont des symptômes de dépression (deux semaines écoulées)	22,9	21,4	19,8	23,9
ont des symptômes d'anxiété (deux semaines écoulées)	31,7	29,7	28,9	30,9
se sont automutilés (année écoulée)	14,3	13,4	14,3	16,2
ont eu des idées suicidaires (année écoulée)	15,8	18,4	14,4	16,6
ont fait une tentative de suicide (année écoulée)	4,1	s	3,5	4,0
sont très inquiets ou extrêmement inquiets au sujet des changements climatiques	10,1	10,1	9,6	10,9
ont une capacité à faire face à des difficultés inattendues passable ou insuffisante	27,3	25,5	25,3	27,7
ont pris des médicaments pour l'anxiété, la dépression ou les deux ^{††}	6,4	13,4	6,5	9,5
savent comment accéder aux services de santé mentale offerts par l'école	59,7	70,9	67,2	59,6
ont eu recours à des services de santé mentale à l'école (année scolaire)	13,6	20,5	14,5	11,2
ont consulté un-e professionnel-le en santé mentale (y compris à l'école) (année écoulée)	37,3	40,0	36,9	36,6
ont cherché des conseils en appelant une ligne d'assistance ou en consultant un site Web (année écoulée)	5,4	6,1	3,8	6,3
ont eu besoin d'un soutien professionnel en santé mentale, mais n'en ont pas cherché (année écoulée)	28,2	30,3	27,4	30,0
Intimidation				
ont été victimes d'intimidation à l'école au cours de l'année scolaire	25,4	35,6	24,3	31,9
ont intimidé d'autres élèves à l'école au cours de l'année scolaire	9,6	s	12,7	9,7
ont été victimes de cyberintimidation (année écoulée)	26,3	23,9	24,7	25,4
ont pratiqué la cyberintimidation (année écoulée)	15,9	16,5	12,5	13,4
Jeux de hasard et d'argent, jeux vidéo, fréquentation des réseaux sociaux				
ont joué de l'argent dans des paris sportifs (année écoulée)	11,0	9,9	8,4	10,5
ont joué de l'argent en ligne (année écoulée)	12,6	11,4	9,9	12,1
ont joué de l'argent dans le cadre d'autres activités (cartes, dés, loteries; année écoulée)	14,5	15,6	14,7	14,4
ont joué de l'argent d'une façon ou d'une autre (année écoulée)	20,4	19,6	19,5	19,5
ont un problème lié aux jeux vidéo (année écoulée)	18,5	15,7	15,8	14,0
passent cinq heures ou plus par jour sur les réseaux sociaux	26,7	23,3	22,2	24,2
ont un problème lié à la fréquentation des réseaux sociaux (année écoulée)	10,8	9,3	9,3	8,5

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

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 2025 a été mené auprès de 11 108 élèves de la 7^e à la 12^e année répartis dans 1147 classes, 246 écoles et 42 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 décembre 2024 et juin 2025.

Pour obtenir des estimations représentatives, les données des 11 108 élèves ont été pondérées pour représenter presque un million d'élèves de la 7^e à la 12^e année inscrits dans les écoles publiques de l'Ontario.

De nouveaux sujets ont été ajoutés à ce rapport, dont déjeuner tous les jours avant d'aller à l'école, présenter des symptômes de dépression, présenter des symptômes d'anxiété, dépenser de l'argent dans un jeu vidéo, faire des paris sportifs en ligne et être exposé à des publicités de jeux d'argent et de hasard virtuels.

Rendez-vous à la page Web du SCDSEO 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

Optimal health encompasses physical, mental, and social well-being—not only the absence of illness or 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 represent key developmental periods during which lifelong health behaviours, beliefs, and attitudes are established. As such, promoting health during these stages increases the likelihood of positive health outcomes in adulthood.

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 25th 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. This evidence-based approach relies on the ongoing surveillance of key health indicators and their determinants. The resulting data are used to monitor health status, identify patterns and trends in health-related behaviours, and inform the development and evaluation of policies and programs designed to improve population well-being. In this context, survey data provide an essential source of information on the health of adolescents.

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 health indicators and their social determinants over time;
- 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 2025 cycle of the OSDUHS, and trends since 1991, where possible. This report also presents new topics, specifically the Patient Health Questionnaire (PHQ-2) and Generalized Anxiety Disorder (GAD-2) screeners, eating breakfast daily before school, spending money while video gaming, online sports gambling, and exposure to advertising for online gambling. 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 150,000 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 drug use, 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 2025 cycle employed a stratified (by region and school level), two-stage (school, class) cluster design. This included oversampling students in Northern Ontario and select public health unit regions. Schools were randomly selected within each region-by-school level stratum, with selection probabilities proportional to school enrollment size. Replacement schools from the same stratum were chosen if a selected school declined participation.

In elementary/middle schools, two 7th-grade classes and two 8th-grade classes were randomly selected, or one per grade if two were not available. In secondary schools, two classes per grade (grades 9 through 12) were randomly selected. In certain public health units with smaller secondary school populations, the sample was expanded to include three classes per grade (9 through 12). All students in the selected classes who returned a signed consent form and were able to complete the questionnaire independently were eligible to participate.

DATA COLLECTION PROCEDURES

The 2025 OSDUHS protocol was approved by the Research Ethics Boards (REBs) at CAMH and York University, as well as 37 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.

Survey administration was carried out across Ontario by trained field staff from the Institute for Social Research (ISR) at York University, on behalf of CAMH. The survey was conducted during regular class time, in the classrooms of the selected classes, between December 2024 and June 2025. Administrators followed a standardized script to introduce the survey, describe its purpose, and provide instructions. Students were reminded that the survey was anonymous, that participation was voluntary, and that they could skip any question they did not understand or found uncomfortable. They were also informed of their right to withdraw at any time.

The survey was available in both online and paper formats. The vast majority of students (98%) completed the survey electronically, using either a school-provided or personal internet-connected device.

THE QUESTIONNAIRE

In addition to drug use, the OSDUHS questionnaire includes a broad range of topics related to students' mental and physical health and well-being. The core content areas are: demographics, family and school life, use of tobacco, vaping devices, alcohol, cannabis, and other drugs, perceptions about drug use, impaired driving, mental health indicators (e.g., suicidality, symptoms of anxiety and depression), physical health indicators, bullying, social media use, video game playing, and gambling.

New content in the 2025 questionnaire addressed emerging issues such as nicotine pouches, attempts to quit vaping, perceived availability of magic mushrooms/psilocybin, spending money while video gaming, and exposure to advertising for online sports and casino gambling.

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 tailor the instrument, many questions (e.g., driving-related questions) were not asked of elementary school students (grades 7 and 8). 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 21 minutes (22 minutes for elementary school students, 21 minutes for secondary school students).

2025 SAMPLE

After data editing rules were applied, 11,108 students in 1,147 classes in 246 schools in 42 boards were included in the final data set. The student completion rate was 39%.¹

This report presents the results according to sex at birth,² 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, 2025 OSDUHS

	Sample Size	Weighted %
Total	11,108	
Males	4,821	51.6
Females	6,276	48.4
Grade 7	2,120	14.4
Grade 8	2,259	14.7
Grade 9	1,944	16.8
Grade 10	1,658	16.9
Grade 11	1,566	16.9
Grade 12	1,561	20.3
GTA	4,978	42.7
North	887	5.6
West	1,524	30.0
East	3,719	21.7

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

¹ The "completion rate" is defined as the number of students who met all the data processing and cleaning criteria (and therefore remained in the dataset) over the number enrolled in the participating classes.

² 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 some subgroups relative to their population share. Because the primary objective of our analyses is to provide descriptive population-level 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 was calculated as the product of five components: (1) the probability of the school being selected; (2) the probability of the class being selected within the 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. Using this approach, our sample of 11,108 students was weighted to represent approximately 954,000 students in grades 7 to 12 enrolled in Ontario's publicly funded schools.

All percentages, confidence intervals, and population count estimates in this report are design-based. Statistical tests were design-adjusted to account for the complex sampling design, including stratification, clustering, and weighting, using Taylor Series Linearization (TSL) available in Stata 14.2. Subgroup comparisons (by sex, grade, and region) for 2025 were assessed using bivariate, second-order, design-adjusted Rao-Scott Pearson chi-square tests, with significance determined at the $p < .05$ level. Missing responses were not statistically imputed, and any logically inconsistent responses provided by students were not adjusted.

In this report, we present changes in mental health and well-being indicators over time. We first compare 2025 with 2023 to identify recent shifts, and with 2019 to assess changes since the COVID-19 pandemic to provide additional context. We then examine long-term trends from 1999 to 2025 across all grades, followed by trends from 1991 to 2025 for certain indicators spanning back that far. Temporal trends were assessed using logistic regression analyses, applying a conservative significance threshold of $p < .01$.

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 30 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, scheduling and 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 2025 methodology can be found in the data user guide.³

³ Boak, A., & Hamilton, H. A. (2026). *2025 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.

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.

Anxiety Symptoms: scoring 3 or higher out of 6 on the *Generalized Anxiety Disorder-2* (GAD-2) screener is used to indicate symptoms of generalized anxiety disorder experienced in the past two weeks that warrant further evaluation.

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.”

Depressive Symptoms: scoring 3 or higher out of 6 on the *Patient Health Questionnaire-2* (PHQ-2) screener is used to indicate symptoms of a depressive disorder experienced in the past two weeks that warrant further evaluation.

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

Low Subjective Social Status: responses of 1 to 5 on the *MacArthur Scale of Subjective Social Status*, which is a 10-rung ladder measuring perceived family socio-economic status.

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

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: reporting 6 or more of the 9 symptoms on the *Social Media Disorder Scale* (SMDS), 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 nonspecific psychological distress (symptoms of anxiety and/or depression) experienced in the past four weeks. A score of 8 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 3 hours or more per day, on average, in the past 7 days.

Video Gaming Problem: reporting 5 or more of the 9 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 or guardians?”

2025 (Grades 7–12):

- About one-in-eight (12.1%) students report that they “always” talk to a parent/guardian about their problems or feelings. Almost half (46.2%) report that they “usually” or “sometimes” talk to a parent/guardian about their problems or feelings, and a similar percentage (41.6%) report that they “rarely” or “never” do.
- Males (44.3%) are significantly more likely than females (38.8%) to report that they rarely or never talk to a parent about their problems or feelings.
- Reports of rarely or never talking to a parent about problems or feelings do not significantly differ by grade or region.

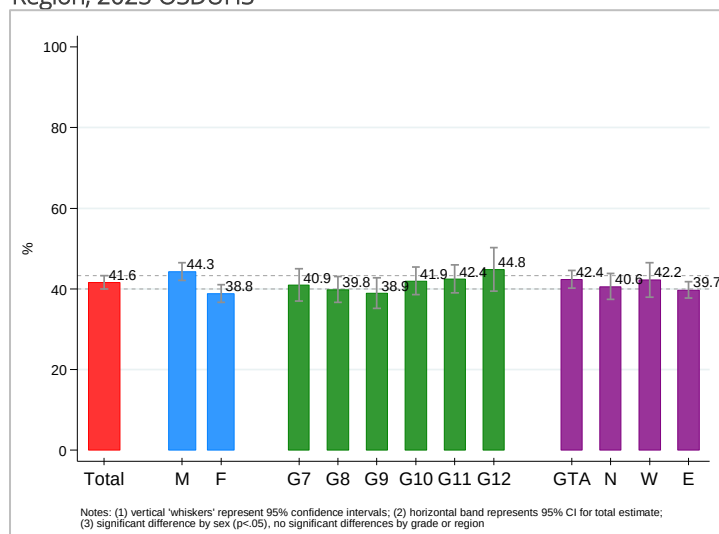
3.1.2 Family Subjective Social Status

The OSDUHS included the *MacArthur Scale of Subjective Social Status* to measure perceived family socioeconomic status.⁴ 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).

2025 (Grades 7–12):

- About one-in-five (19.2%) students rank their family SSS as low. Two-thirds (67.4%) rank their family SSS as average, and 13.5% rank their family SSS as high.

Figure 3.1.1
Percentage Reporting Never or Rarely Talking to a Parent/
Guardian About Their Problems or Feelings by Sex, Grade, and
Region, 2025 OSDUHS



⁴ Goodman, E., Adler, N. E., Kawachi, I., Frazier, A. L., Huang, B., & Colditz, G. A. (2001). Adolescents’ perceptions of social status: Development and evaluation of a new indicator. *Pediatrics*, 108(2), e31. <https://doi.org/10.1542/peds.108.2.e31>

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.

2025 (Grades 7–12):

- Overall, 25.5% of students report usually receiving school grades of 90% or higher; 41.2% report grades between 80% and 89%; 26.1% report grades between 70% and 79%; 5.3% report grades between 60% and 69%; and about 1.9% report usually receiving grades below 60%.

1999–2025 (Grades 7–12):

- The percentage of students who report usually receiving grades of 80% or higher significantly increased between 1999 and 2025, from 37.8% to 66.7%.

3.1.4 School Connectedness

(Figures 3.1.2–3.1.4; Tables 3.1.1, A3.1.1)

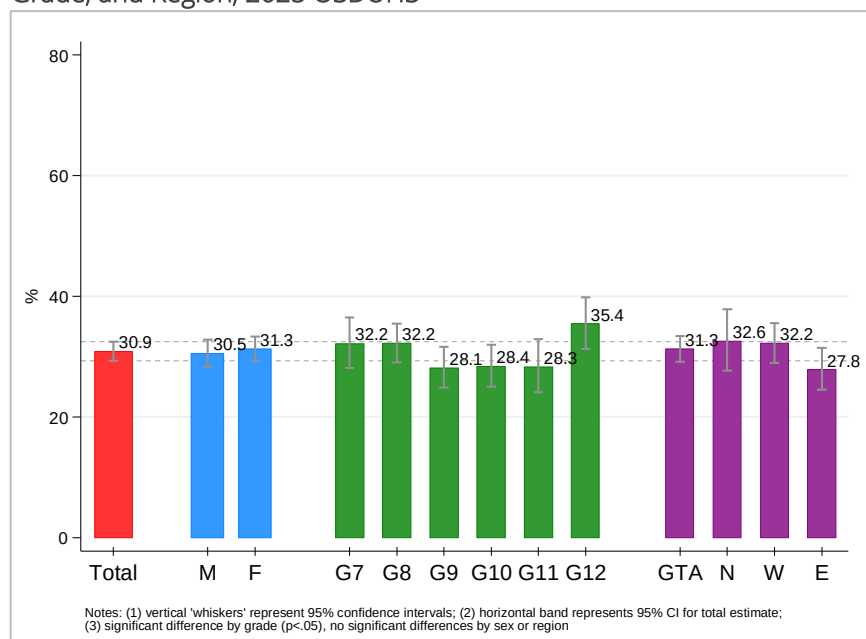
Starting in 1993, students were asked how much they like school with the question: “Some people like school very much while others don’t. How do you feel about going to school?” Starting in 1999, students were also asked to indicate their agreement on a four-point scale (ranging from strongly agree to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

- *I feel close to people at this school.*
- *I feel like I am part of this school.*

2025 (Grades 7–12):

- Almost one-third (30.9%) of students report liking school very much or quite a lot. About 43.7% like school to some degree, and 25.4% report that they do not like school.
- Males (30.5%) and females (31.3%) are equally likely to report liking school very much or quite a lot.
- There is significant grade variation showing that younger students and those in 12th grade are most likely to report liking school very much or quite a lot, while students in grades 9–11 are least likely.

Figure 3.1.2
Percentage Reporting Liking School Very Much or Quite a lot by Sex, Grade, and Region, 2025 OSDUHS



- Most students (82.4%) feel close to people at their school. Males (85.9%) are significantly more likely than females (78.6%) to feel close to people at school. Younger students are more likely to feel this way. There is no significant regional variation.

- Most students (80.6%) feel like they are part of their school. Males (83.2%) are significantly more likely than females (77.7%) to feel like they are part of their school. Younger students are more likely to feel this way. There is no significant regional variation.

Figure 3.1.3
Percentage Reporting Feeling Close to People at School by Sex, Grade, and Region, 2025 OSDUHS

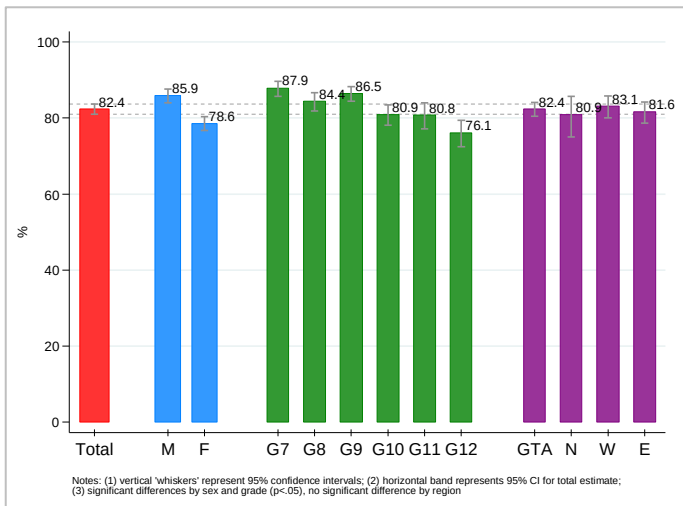
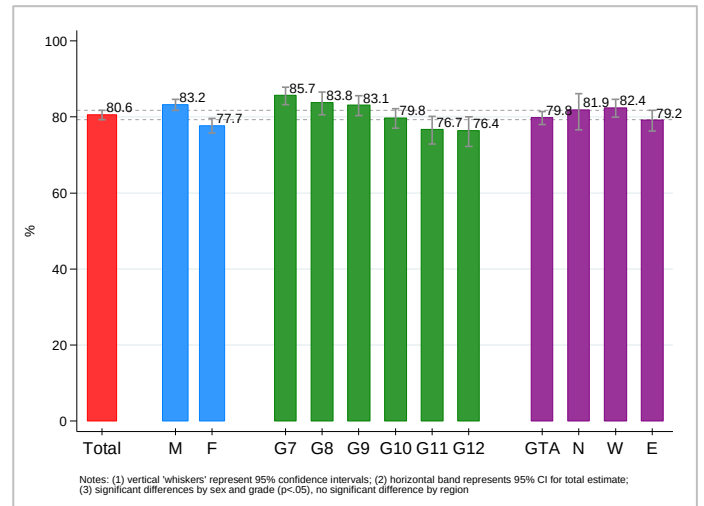


Figure 3.1.4
Percentage Reporting Feeling Like Part of Their School by Sex, Grade, and Region, 2025 OSDUHS



3.1.5 School Safety

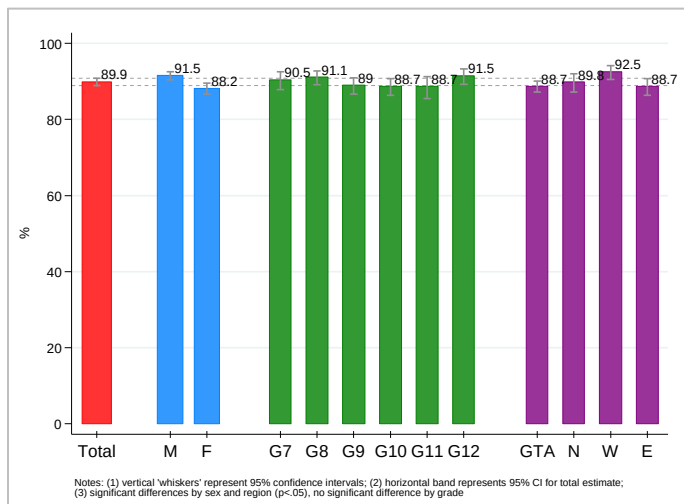
(Figures 3.1.5, 3.1.6; Tables 3.1.1, A3.1.1)

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 statement: *“I feel safe in my school.”* We present the percentage of students who somewhat or strongly agree with the statement. Students were also asked *“At school, how worried are you that someone will harm you, threaten you, or take something from you?”* We present the percentage who are somewhat or very worried.

2025 (Grades 7–12):

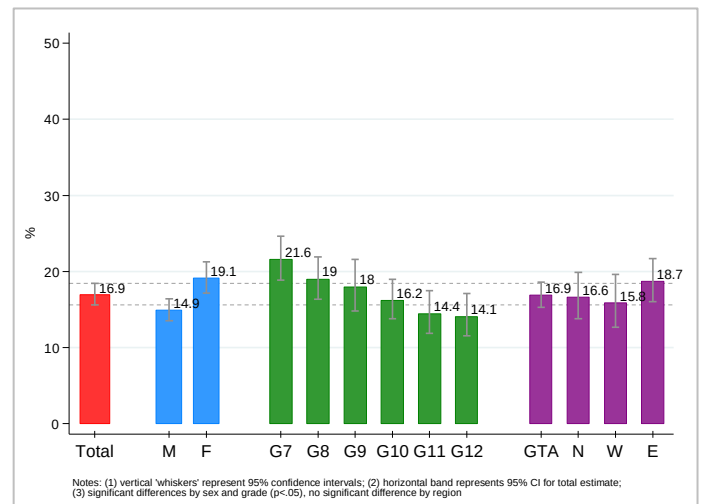
- A majority (89.9%) of students report generally feeling safe at school. Males (91.6%) are significantly more likely than females (88.2%) to report feeling safe at school. There is no significant variation by grade. Students in the West region (92.6%) are most likely to report feeling safe at school compared with students in the other three regions (about 89%).

Figure 3.1.5
Percentage Reporting Feeling Safe at School by Sex, Grade, and Region, 2025 OSDUHS



- About one-in-six (16.9%) students report they are worried about being harmed or threatened at school. Females (19.1%) are significantly more likely than males (14.9%) to report worry over being harmed or threatened at school. Younger students are significantly more likely than older students to feel this way. There is no significant variation by region.

Figure 3.1.6
Percentage Reporting Feeling Worried About Being Harmed or Threatened at School by Sex, Grade, and Region, 2025 OSDUHS



1999–2025 (Grades 7–12):

- The percentage of students who report that they like school very much or quite a lot remained stable between 2023 (30.4%) and 2025 (30.9%), but the current estimate is significantly 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 significantly increased between 2023 (77.4%) and 2025 (82.4%), but remains significantly lower than most estimates seen since 1999.
- The percentage of students reporting feeling like they are part of their school significantly increased between 2023 (76.0%) and 2025 (80.6%), but remains significantly lower than most estimates seen since 1999.
- The percentage of students reporting feeling safe at school significantly increased between 2023 (87.0%) and 2025 (89.9%), but remains significantly lower than most estimates seen since 1999.
- The percentage of students feeling worried about being harmed or threatened at school is significantly higher in 2025 than in 2019, the previous estimate (16.9% vs. 14.3%, respectively). The current estimate is also significantly higher than most estimates seen since 1999.

Figure 3.1.7
School-Related Measures, 1999–2025 OSDUHS (Grades 7–12)

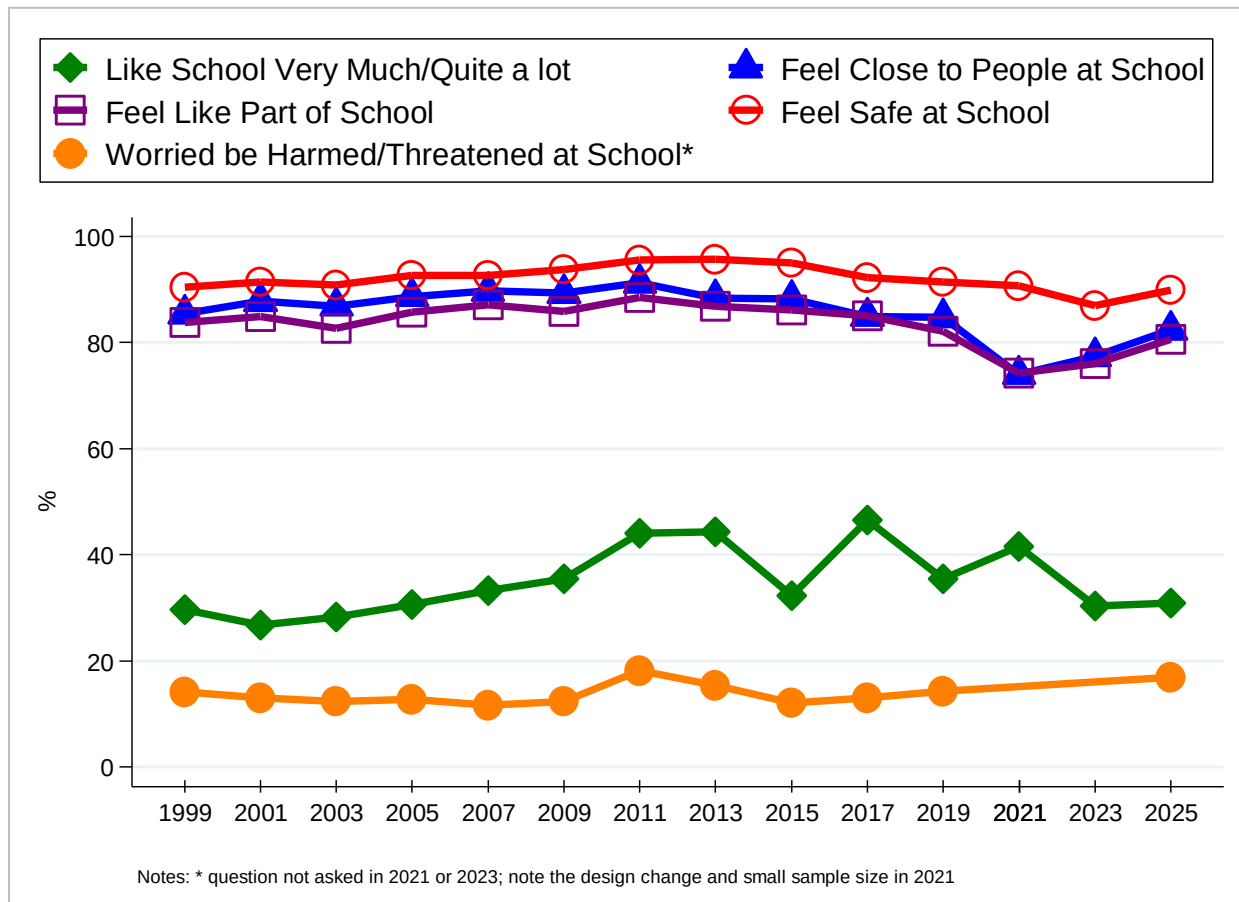


Table 3.1.1: School-Related Measures, 1999–2025 OSDUHS (Grades 7–12)

	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n)	(4447)	(3898)	(6616)	(7726)	(6323)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)	(11108)
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	66.7	^{bc}
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	82.4	^{abc}
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	80.6	^{ac}
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	30.9	^b
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	43.7	^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	25.4	^{ac}
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	89.9	^{ab}
Worried about being harmed or threatened at school†	14.2	13.1	12.4	12.8	11.7	12.3	18.2	15.4	12.1	13.0	14.3	--	--	16.9	^{bc}

Notes: (1) entries are percentages; (2) n=number of students surveyed; (3) * percentage who “somewhat agree” or “strongly agree” with the statement; (4) † percentage reporting being “somewhat worried” or “very worried”; (5) note the design change and small sample size in 2021; (5) ^a 2025 vs. 2023 significant difference, $p < .01$; ^b 2025 vs. 2019 significant difference, $p < .01$; ^c 2025 vs. 1999 significant difference, $p < .01$.

Source: OSDUHS, Centre for Addiction and Mental Health

3.1.6 Discrimination Experienced

(Figures 3.1.8–3.1.13; Table 3.1.2)

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 last question was asked of secondary school students only. The response options for all questions ranged from *Never* to *Often*.

2025 (Grades 7–12):

- Less than half (42.0%) of Ontario students “sometimes” or “often” feel that they are treated with less respect than other people in their day-to-day life.
- About one-in-nine (10.9%) students report feeling discriminated against at school because of their race or ethnicity “sometimes” or “often.”
- About 6.8% of students report feeling discriminated against at school because of their religion or faith “sometimes” or “often.”
- About 5.5% of students report feeling discriminated against at school because of a disability they have “sometimes” or “often.”
- About 4.9% of students report feeling discriminated against at school because of their gender identity “sometimes” or “often.”
- About 5.3% of secondary school students report feeling discriminated against at school because of their sexual orientation “sometimes” or “often.”

Figure 3.1.8
Percentage Reporting How Often They Feel They Are Treated With Less Respect or Courtesy Than Other People, 2025 OSDUHS (Grades 7–12)

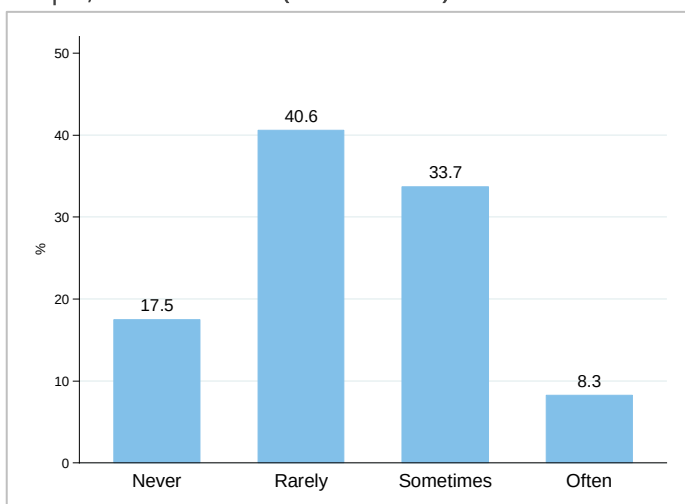


Figure 3.1.9
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Race or Ethnicity, 2025 OSDUHS (Grades 7–12)

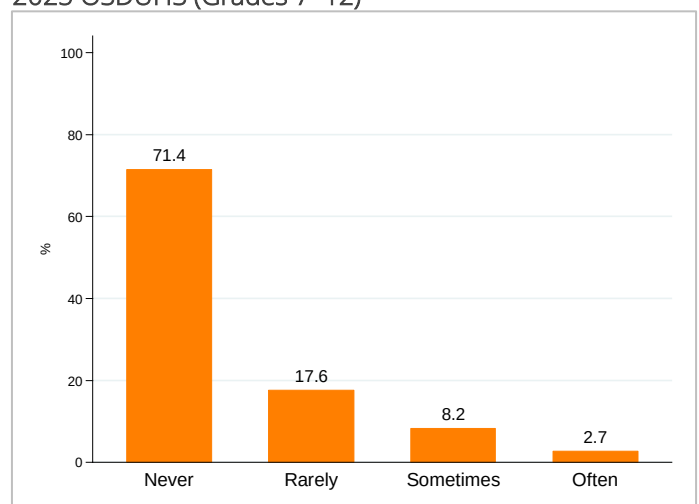


Figure 3.1.10
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Religion or Faith, 2025 OSDUHS (Grades 7–12)

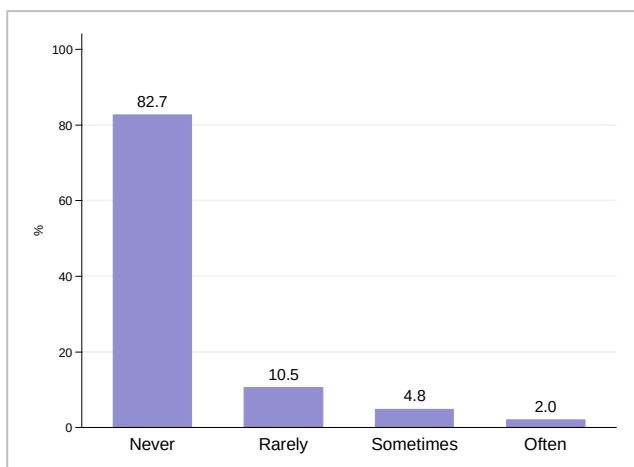


Figure 3.1.13
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Sexual Orientation, 2025 OSDUHS (Grades 9–12)

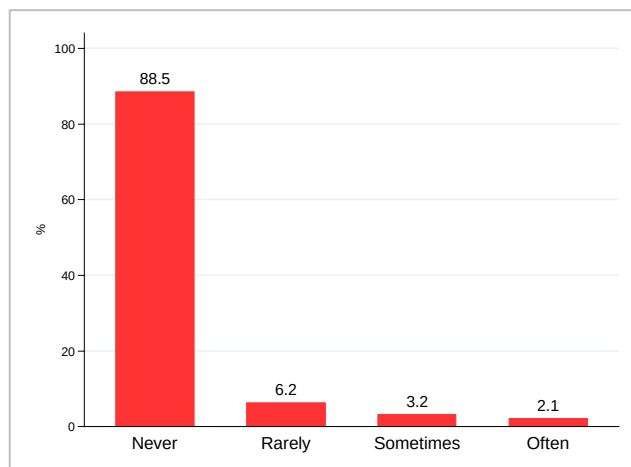
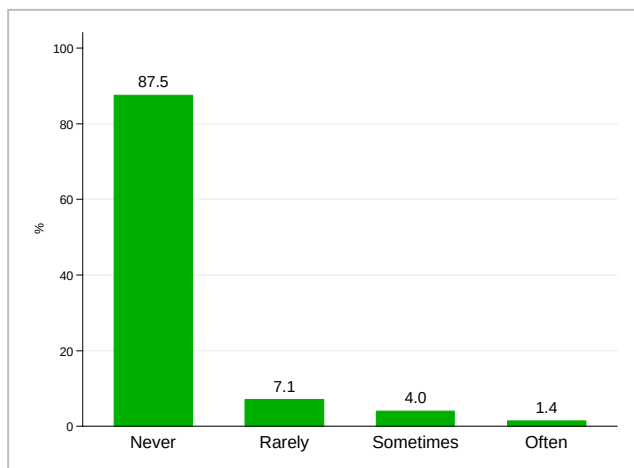


Figure 3.1.11
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of a Disability, 2025 OSDUHS (Grades 7–12)



2025 vs. 2023 (Grades 7–12):

- The percentage of students who feel they are treated with less respect than other people in their day-to-day life significantly decreased between 2023 and 2025, from 45.5% to 42.0%.
- No other discrimination indicator measured shows a significant change between 2023 and 2025.

Figure 3.1.12
Percentage Reporting How Often They Feel They Were Discriminated Against at School During the School Year Because of Their Gender Identity, 2025 OSDUHS (Grades 7–12)

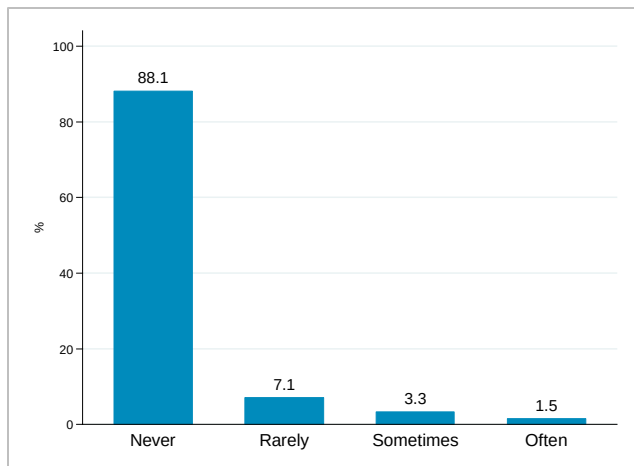


Table 3.1.2 Percentage Reporting Discrimination Indicators, 2023–2025 OSDUHS (Grades 7–12)

	2023 (n=10,145)	2025 (n=11,108)
% who report “sometimes” or “often” feeling they are treated with less respect than others in their day-to-day life		
Total (95% CI)	45.5 (43.5-47.5)	42.0 (40.3-43.6) ^a
% who report “sometimes” or “often” feeling discriminated against at school because of their race or ethnicity		
Total % (95% CI)	9.3 (8.4-10.3)	10.9 (9.8-12.1)
% who report “sometimes” or “often” feeling discriminated against at school because of their religion or faith		
Total % (95% CI)	6.6 (5.9-7.4)	6.8 (5.9-7.8)
% who report “sometimes” or “often” feeling discriminated against at school because of a disability		
Total % (95% CI)	6.5 (5.7-7.4)	5.5 (4.8-6.2)
% who report “sometimes” or “often” feeling discriminated against at school because of their gender identity*		
Total % (95% CI)	--	4.9 (4.2-5.6)
report “sometimes” or “often” feeling discriminated against at school because of their sexual orientation†		
Total % (95% CI)	6.8 (5.9-7.9)	5.3 (4.5-6.3)

Notes: (1) n=total number of students surveyed; (2) entries in brackets are 95% confidence intervals; (3) * asked of grades 9-12 only in 2023 and, therefore, not comparable with 2025; (4) † asked of grades 9-12 only in both years; (5) ^a 2025 vs. 2023 significant difference, p<.01.

Q: “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?”

Source: OSDUHS, Centre for Addiction and Mental Health

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.

2025 (Grades 7–12):

- Over half of Ontario students rate their physical health as either excellent (20.3%) or very good (37.3%). In contrast, about one-in-eight (12.1%) report fair or poor health.
- Females (14.0%) are significantly more likely than males (10.2%) to report fair or poor health.
- There is significant variation by grade showing that students in grades 8, 10 and 11 are most likely to report fair or poor health.
- There are no significant regional differences.

Figure 3.2.1
Self-Rated Physical Health, 2025 OSDUHS (Grades 7–12)

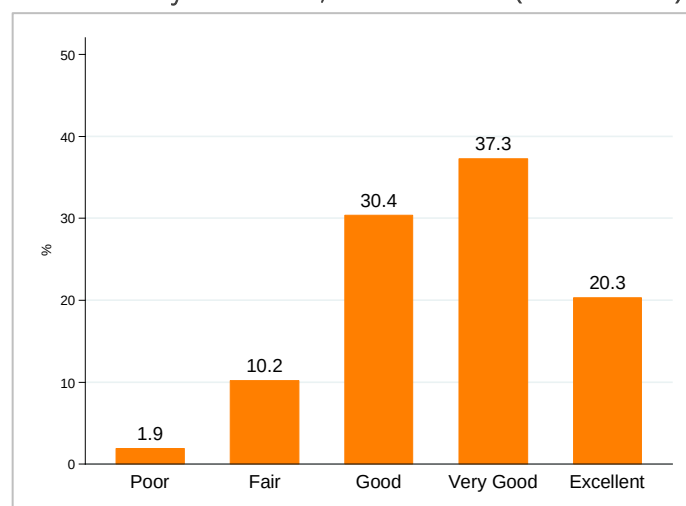
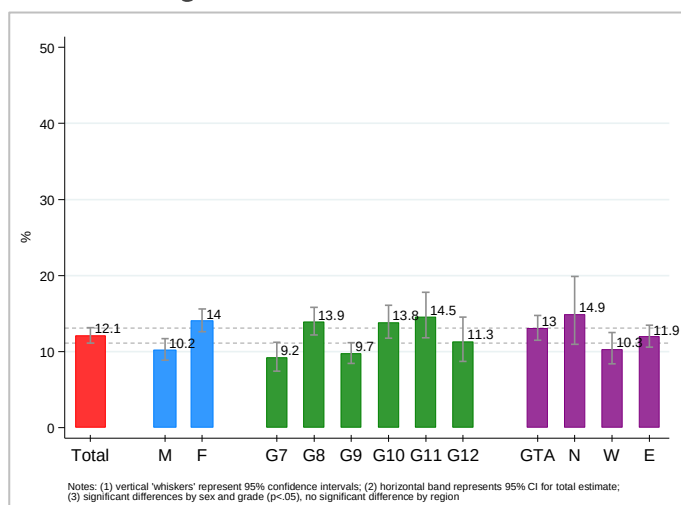


Figure 3.2.2
Percentage Reporting Fair or Poor Physical Health by Sex, Grade, and Region, 2025 OSDUHS



1999–2025 (Grades 7–12):

- The percentage of students who rate their physical health as fair or poor significantly decreased between 2023 (18.1%) and 2025 (12.1%), returning to a similar level seen in 2019 (10.8%). However, the current estimate is significantly higher compared to the estimates seen about a decade ago, and compared to 1999, the first year of monitoring (about 7%–9%).
- Both males and females show a significant decrease in fair or poor self-rated health between 2023 and 2025, returning to levels seen in 2019. Despite this recent drop, the current estimate among females remains higher than estimates seen about a decade ago, and compared to 1999, the first year of monitoring.

- Students in grades 7, 9, and 12 show a significant decrease between 2023 and 2025. Only 7th and 8th graders show higher estimates in 2025 compared to 1999, the first year of monitoring.
- Students in the GTA and West region show a significant decrease between 2023 and 2025. All regions, except the West, show higher estimates in 2025 compared to 1999, the first year of monitoring.

1991–2025 (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, 1999–2025 OSDUHS

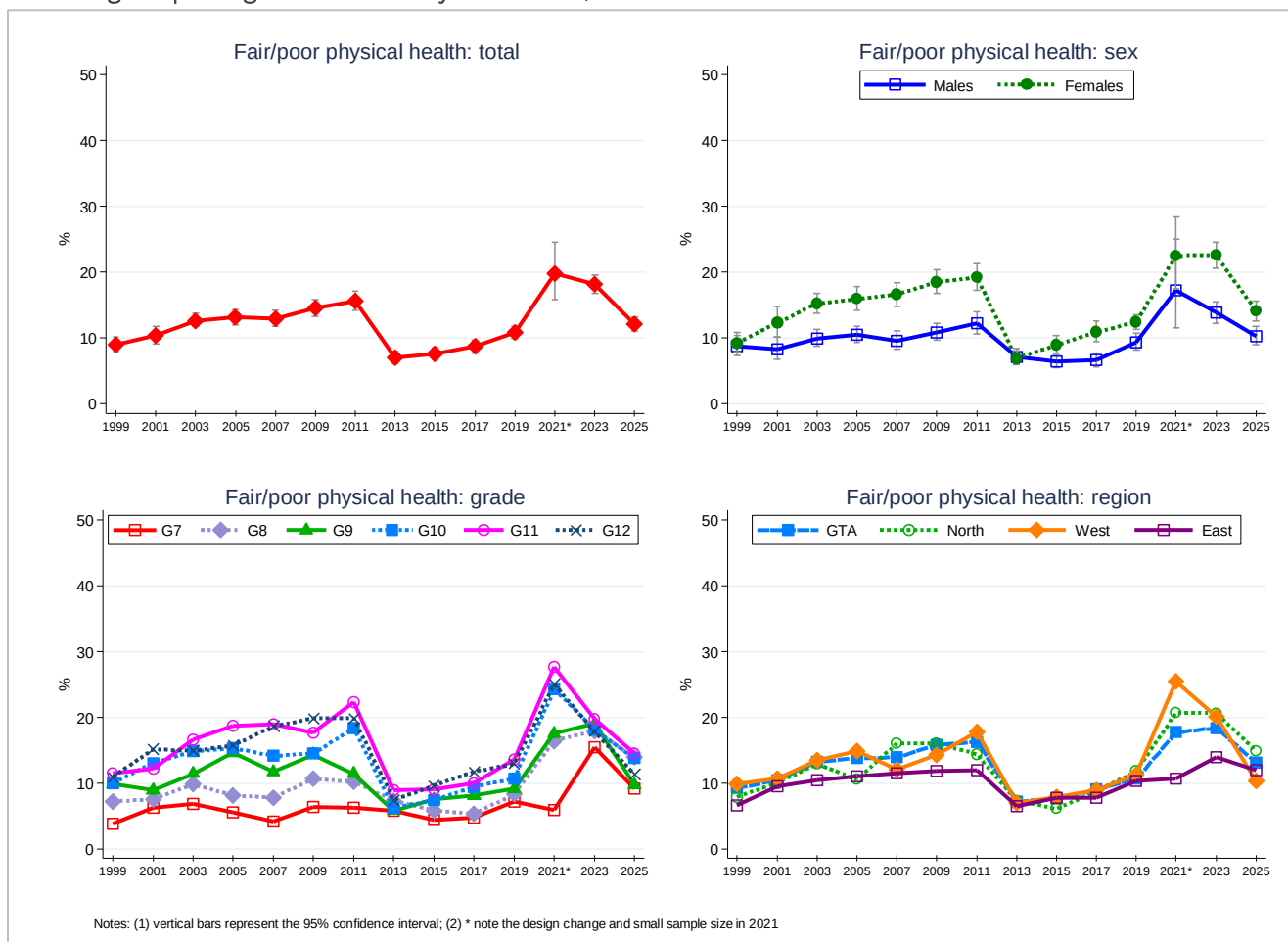


Table 3.2.1 Percentage Reporting Fair or Poor Physical Health, 1999–2025 OSDUHS

	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n)	(4447)	(3898)	(6616)	(7726)	(6323)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)	(11108)
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 (16.7-19.6)	12.1 ^{acde} (11.1-13.1)
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 (12.2-15.5)	10.2 ^a (8.9-11.7)
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 (20.6-24.6)	14.0 ^{ac} (12.6-15.6)
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 (12.2-19.4)	9.2 ^{ac} (7.4-11.2)
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 (14.8-21.5)	13.9 ^{bc} (12.2-15.8)
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 (15.9-22.5)	9.7 ^a (8.4-11.2)
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 (15.7-20.8)	13.8 (11.8-16.1)
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 (16.7-23.0)	14.5 (11.8-17.8)
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 (15.1-20.8)	11.3 ^a (8.7-14.6)
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 (16.7-20.2)	13.0 ^{ac} (11.5-14.8)
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 (15.8-26.3)	14.9 ^c (10.9-19.9)
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 (17.1-23.5)	10.3 ^a (8.4-12.5)
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 (10.6-18.1)	11.9 ^c (10.6-13.5)

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 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 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

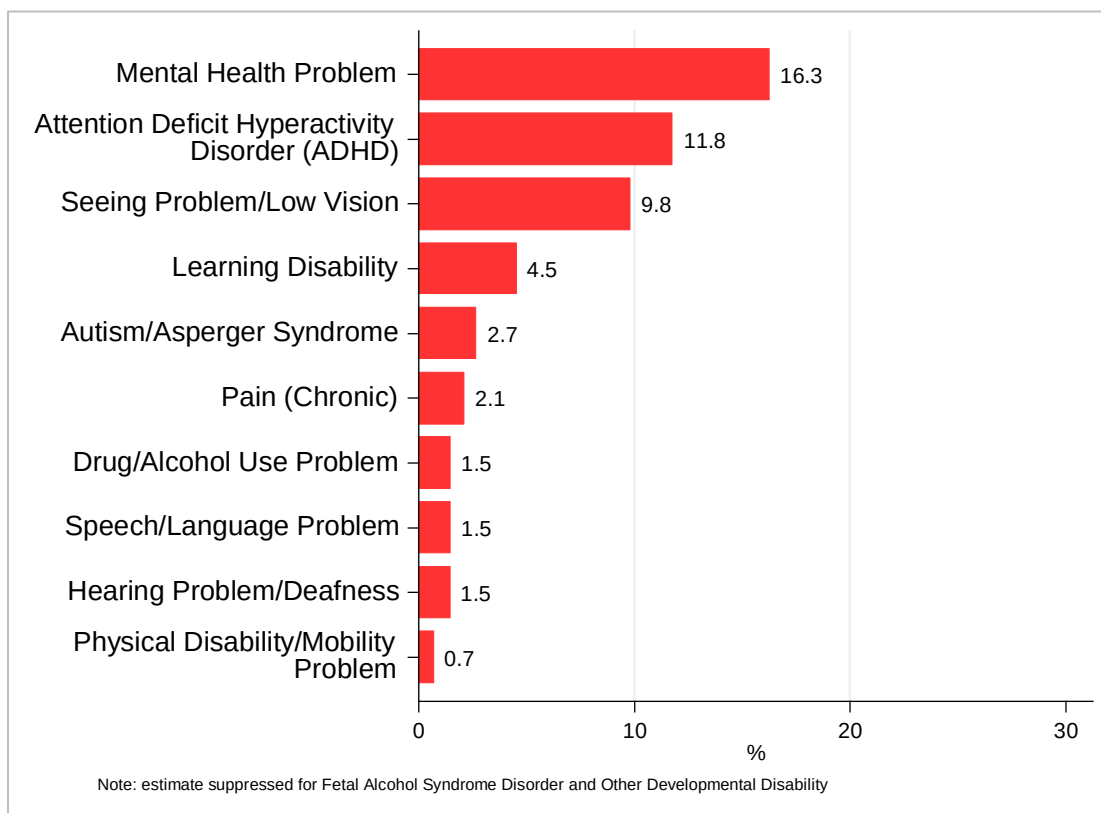
(Figure 3.2.4)

Students were asked whether they had certain health conditions. The list of conditions included physical health, mental health and addiction, developmental, and learning problems.

2025 (Grades 7-12):

- Of the health conditions asked about, the most commonly reported are a mental health problem such as depression or anxiety (16.3%), Attention Deficit Hyperactivity Disorder (11.8%), and a vision problem (9.8%).

Figure 3.2.4
Percentage Reporting Health Condition, 2025 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 present the percentage of students who report engaging in physical activity on each of the past seven days.

2025 (Grades 7–12):

- One-quarter (25.3%) of students report daily physical activity.
- Males (30.6%) are significantly more likely than females (19.8%) to be active daily.
- Daily physical activity significantly decreases with grade, from about one-third of 7th graders down to 17.0% of 12th graders.
- There is significant regional variation, with Greater Toronto Area students (22.8%) least likely to be active daily and students in the West and East regions most likely (about 27%).

Figure 3.2.5

Percentage Reporting Number of Days of 60-Minute Physical Activity in the Past Seven Days, 2025 OSDUHS

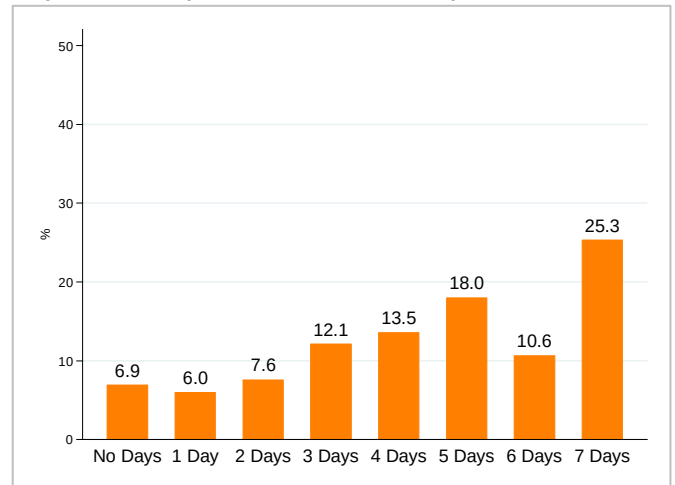
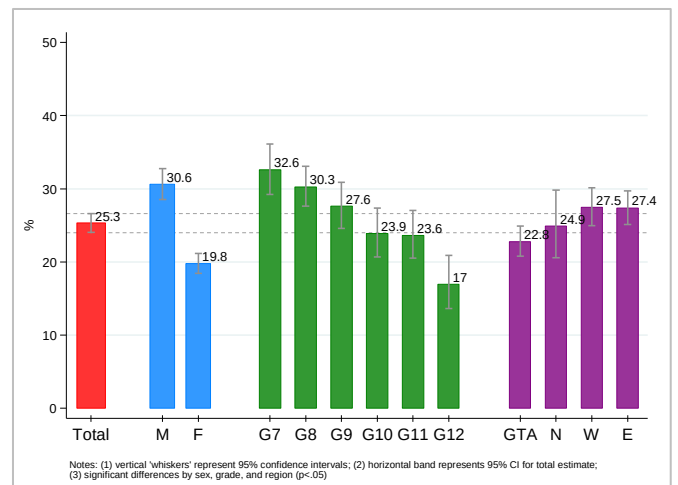


Figure 3.2.6

Percentage Reporting 60-Minute Daily Physical Activity in the Past Seven Days by Sex, Grade, and Region, 2025 OSDUHS



2009–2025 (Grades 7–12):

- The percentage of students reporting daily physical activity did not significantly change between 2023 (25.5%) and 2025 (25.3%). However, the 2025 estimate is among the highest since 2009, the first year of monitoring.
- Neither males nor females show a significant change in reported daily physical activity between 2023 and 2025. However, both show a significant increase compared to 2019 and to 2009, the first year of monitoring.
- Only students in grade 11 show a significant increase since 2009.
- Students in the Greater Toronto Area and the West region show increases over time.

Figure 3.2.7
Percentage Reporting Daily Physical Activity in the Past Seven Days, 2009–2025 OSDUHS

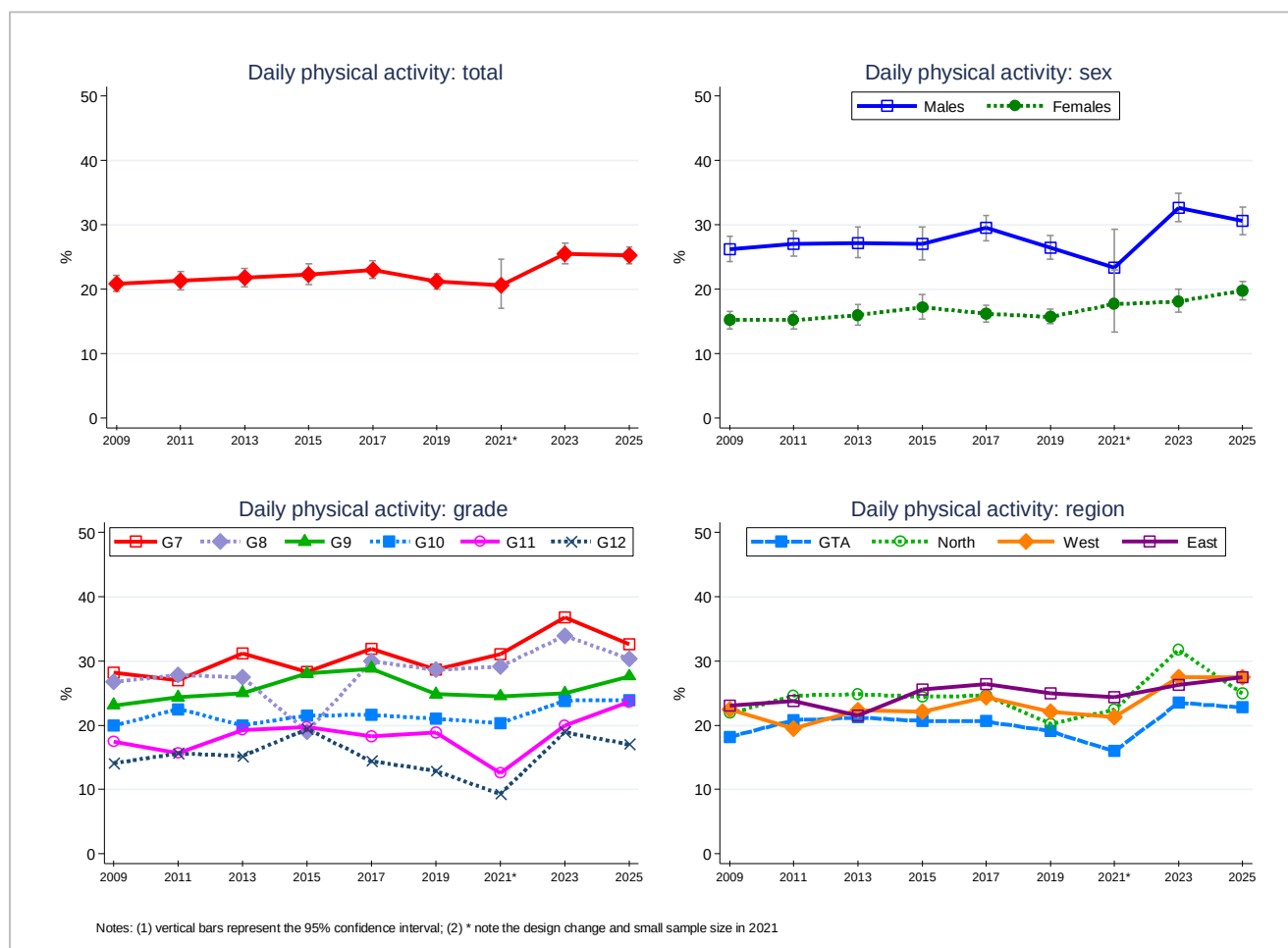


Table 3.2.2 Percentage Reporting Daily Physical Activity in the Past Seven Days, 2009–2025 OSDUHS

	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(9112)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)	(11108)
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)	25.3 (24.0-26.6) ^{bcd}
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)	30.6 (28.5-32.8) ^{bc}
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)	19.8 (18.4-21.2) ^{bc}
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)	32.6 (29.2-36.1)
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)	30.3 (27.6-33.0)
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)	27.6 (24.6-30.9)
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)	23.9 (20.7-27.4)
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)	23.6 (20.5-27.0) ^c
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)	17.0 (13.6-20.9)
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)	22.8 (20.8-24.9) ^{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)	24.9 (20.6-29.8)
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)	27.5 (25.0-30.2) ^{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)	27.4 (25.1-29.7)

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 2025 vs. 2023 significant difference, $p < .01$; ^b 2025 vs. 2019 significant difference, $p < .01$; ^c 2025 vs. 2009 significant difference, $p < .01$; ^d significant linear 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

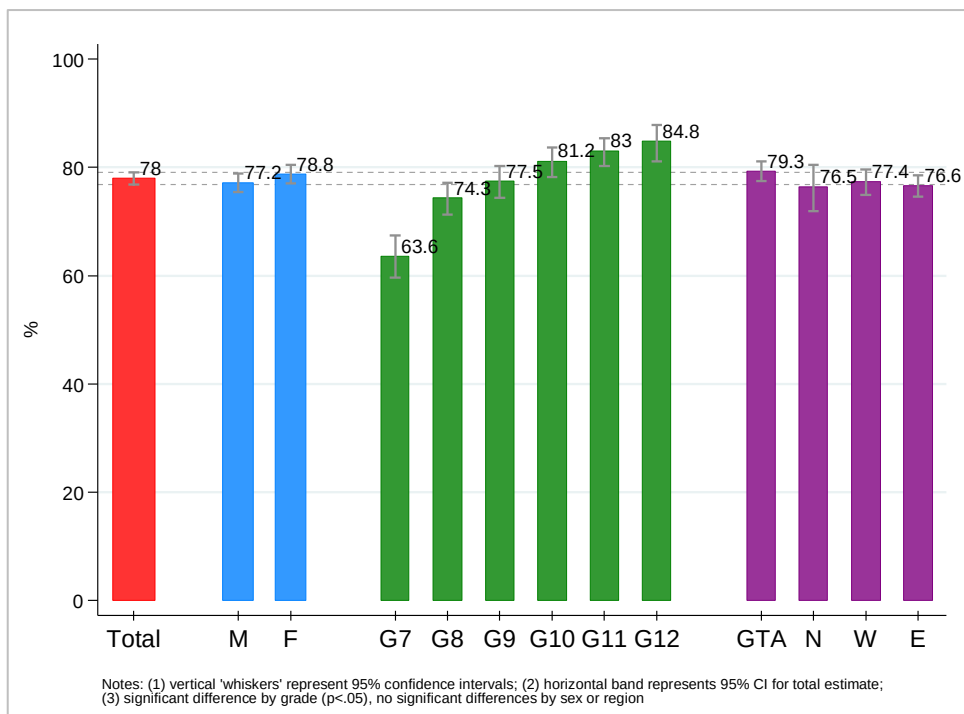
(Figures 3.2.8, 3.2.9; Table 3.2.3)

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.⁵ 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.

2025 (Grades 7–12):

- Over three-quarters (78.0%) of students report spending at least three hours a day on recreational screen time. At the extreme end, 18.8% report seven or more hours a day.
- Males (77.2%) and females (78.8%) are equally likely to spend three hours or more a day in front of a screen in their free time.
- There is significant grade variation ranging from 63.6% 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 no significant regional variation.

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, 2025 OSDUHS



⁵ 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>

2009–2025 (Grades 7–12):

- The percentage of students who report three hours or more of recreational screen time daily remained stable between 2023 (78.2%) and 2025 (78.0%). However, the current estimate is among the highest since monitoring began in 2009.
- The percentage of males and females reporting three hours or more of recreational screen time daily has remained stable since 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, 2009–2025 OSDUHS

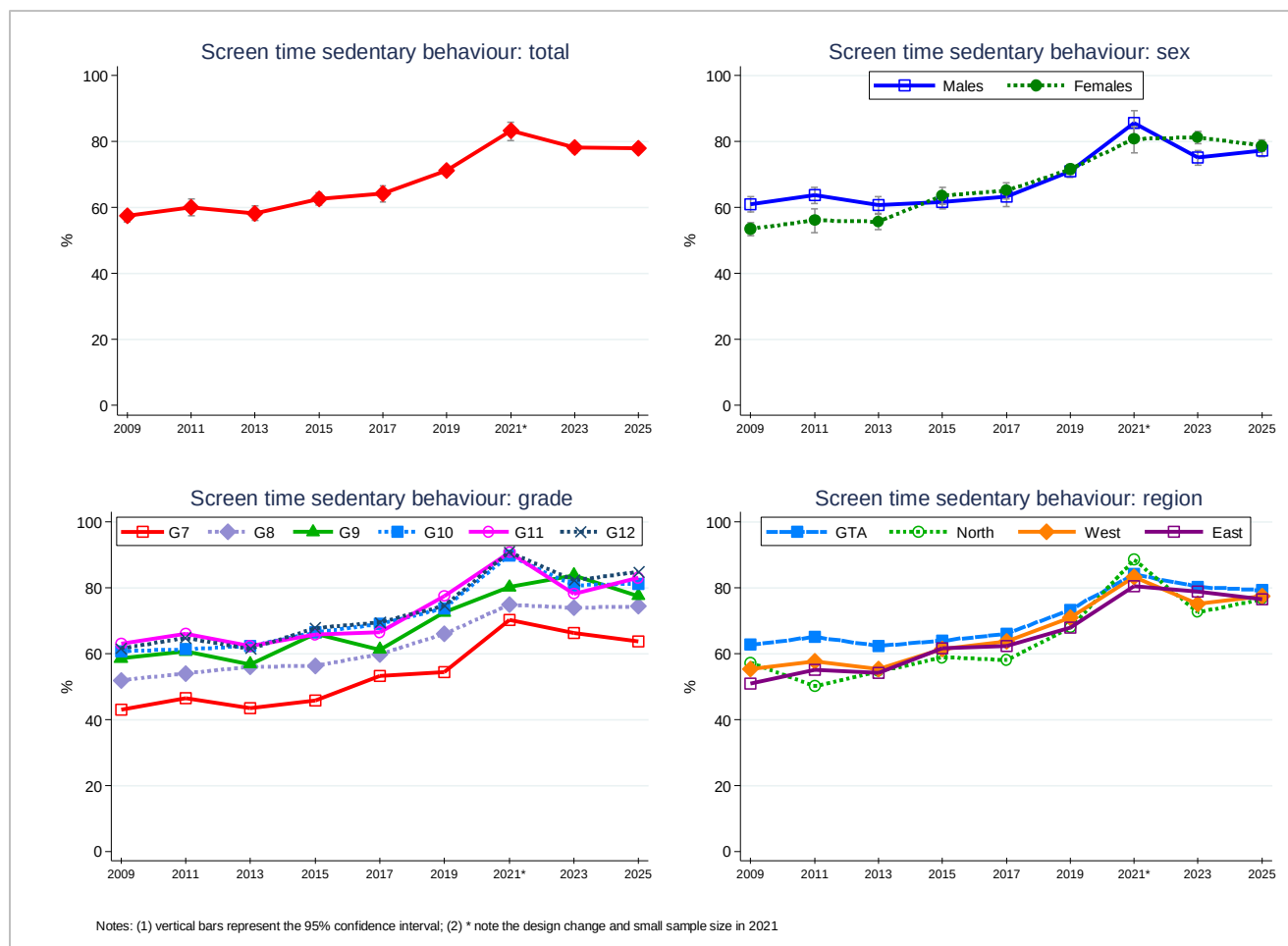


Table 3.2.3 Percentage Reporting Three or More Hours a Day of Recreational Screen Time (Sedentary Behaviour) in the Past Seven Days, 2009–2025 OSDUHS

	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(9211)	(9288)	(10272)	(10426)	(11435)	(14142)	(2225)	(10145)	(11108)
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)	78.0 (76.8-79.1)	^{bcde}
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)	77.2 (75.5-78.8)	^{bc}
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)	78.8 (77.0-80.5)	^{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)	63.6 (59.6-67.5)	^{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)	74.3 (71.3-77.2)	^{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)	77.5 (74.4-80.2)	^{abc}
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)	81.2 (78.3-83.7)	^{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)	83.0 (80.2-85.4)	^{bc}
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)	84.8 (81.2-87.8)	^{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)	79.3 (77.5-81.1)	^{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)	76.5 (71.9-80.5)	^c
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)	77.4 (74.9-79.7)	^{bc}
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)	76.6 (74.6-78.5)	^{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 2025 vs. 2023 significant difference, $p<.01$; ^b 2025 vs. 2019 significant difference, $p<.01$; ^c 2025 vs. 2009 significant difference, $p<.01$; ^d significant linear trend, $p<.01$; ^e significant nonlinear 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. Four questions from the *Ottawa Disordered Eating Screen for Youth* (ODES-Y)⁶ were used: “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?”

2025 (Grades 7–12):

- Over half (55.1%) 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 (69.6%) are much more likely than males (41.4%) to report worrying about their body. There is no significant variation by grade or region.
- About 41.8% of students report binge on food at least once in the past month. Females (46.1%) are significantly more likely than males (37.7%) to report binge on food. Older students are significantly more likely than younger students to report binge eating. Students in the West region are least likely to report binge eating.
- About one-third (35.2%) of students report they could not stop eating or control how much they ate at least once in the past month. Females (42.6%) are significantly more likely than males (27.9%) to report a loss of control around eating. There is no significant variation by grade or region.
- Half (50.5%) 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 (58.5%) are significantly more likely than males (42.8%) 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, 2025 OSDUHS

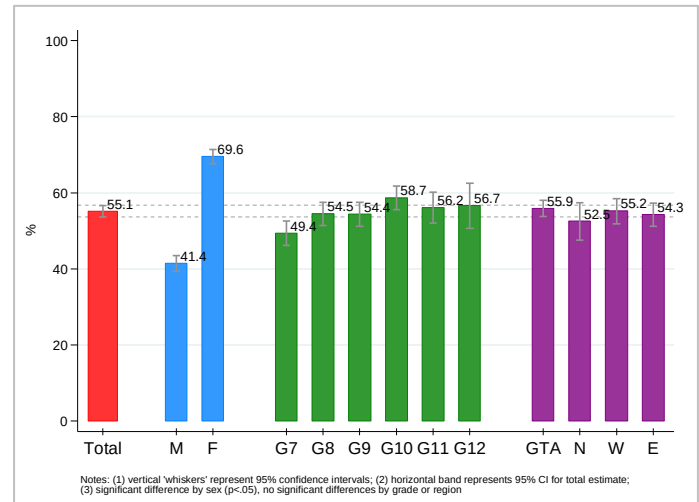
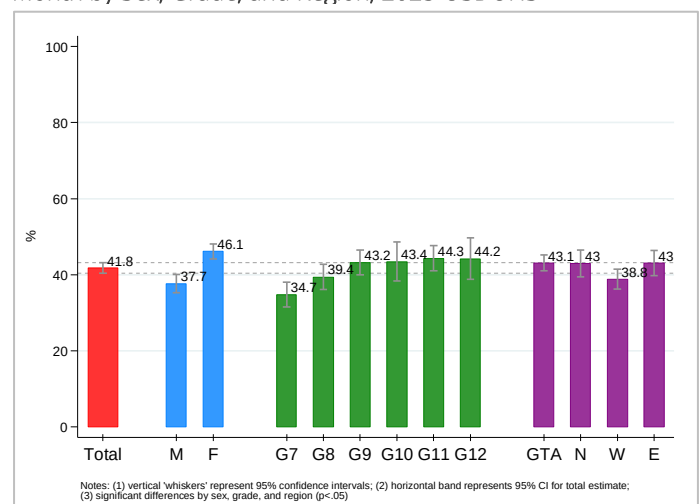


Figure 3.2.11
Percentage Reporting Binge Eating at Least Once in the Past Month by Sex, Grade, and Region, 2025 OSDUHS



⁶ Obeid, N., Norris, M. L., Buchholz, A., Hadjiyannakis, S., Spettigue, W., Flament, M. F., Henderson, K. A., & Goldfield, G. S. (2019). Development of the Ottawa Disordered Eating Screen for Youth: The ODES-Y. *Journal of Pediatrics*, 215, 209–215. <https://doi.org/10.1016/j.jpeds.2019.08.018>

Figure 3.2.12
Percentage Reporting Uncontrolled Eating Behaviour at Least Once in the Past Month by Sex, Grade, and Region, 2025 OSDUHS

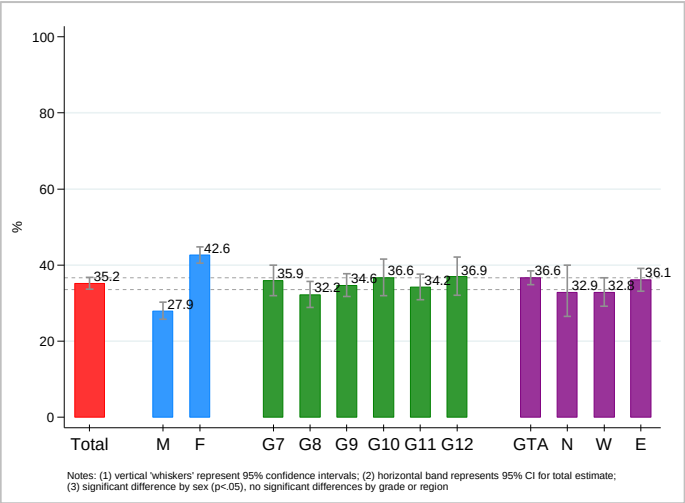
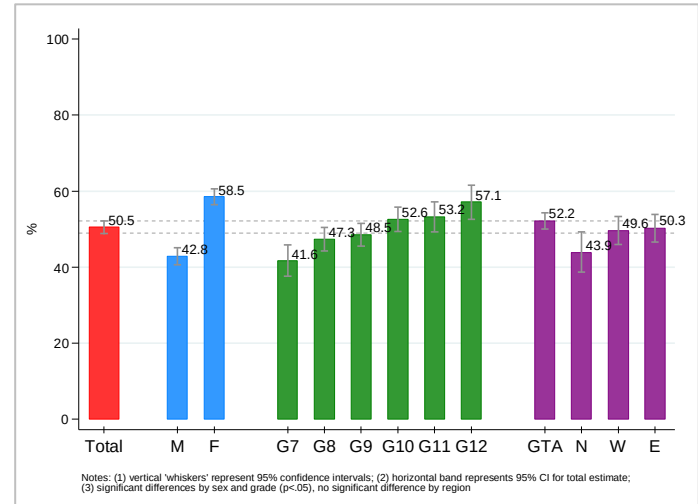


Figure 3.2.13
Percentage Reporting Not Eating or Eating in Way to Change Their Weight, Shape, or Muscles at Least Once in the Past Month by Sex, Grade, and Region, 2025 OSDUHS



2021–2025 (Grades 7–12):

- The percentage of students reporting worrying about their weight/shape remained stable between 2023 (56.2%) and 2025 (55.1%), but the current estimate is significantly higher than that seen in 2021 (45.8%), the first year of monitoring. Males show a significant increase since 2021. Females show relative stability since 2021.
- The percentage of students reporting binge eating in the past month remained stable between 2023 (40.1%) and 2025 (41.8%), and the current estimate is also similar to that seen in 2021 (37.8%). Males show no significant change since 2021. However, females show a significant increase since 2021.
- The percentage of students reporting uncontrolled eating in the past month remained stable between 2023 (34.9%) and 2025 (35.2%), and the current estimate is also similar to that seen in 2021 (29.7%). Males show no significant change since 2021. However, females show a significant increase since 2021.
- The percentage of students reporting not eating or eating in a way to change their weight/shape remained stable between 2023 (49.1%) and 2025 (50.5%). There has been no significant change among males or females.

Table 3.2.4 Percentage Reporting Disordered Eating Symptoms in the Past Month by Sex, 2021–2025 OSDUHS (Grades 7–12)

	2021 (n=2,225)	2023 (n=10,145)	2025 (n=11,108)
% 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)	55.1 (53.6-56.7) ^b
Males	28.8 (22.0-36.8)	42.9 (40.6-45.4)	41.4 (39.4-43.5) ^b
Females	63.5 (56.9-69.6)	70.1 (68.1-72.1)	69.6 (67.7-71.4)
% 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)	41.8 (40.1-43.2)
Males	38.0 (31.0-45.4)	34.5 (32.0-37.0)	37.7 (35.3-40.1)
Females	37.6 (33.3-42.2)	46.0 (43.8-48.1)	46.1 (44.1-48.1) ^b
% 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)	35.2 (33.6-36.7)
Males	26.1 (19.1-34.5)	28.0 (26.1-29.9)	27.9 (25.8-30.2)
Females	33.5 (27.9-39.6)	42.1 (40.2-44.0)	42.6 (40.5-44.8) ^b
% 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)	50.5 (48.9-52.2)
Males	--	41.7 (39.6-43.8)	42.8 (40.6-45.1)
Females	--	56.9 (54.9-58.8)	58.5 (56.4-60.6)

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) no significant differences 2025 vs. 2023; ^b 2025 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 presented).

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 perception of one's weight and desired change in weight.

2025 (Grades 7–12):

- Well over half (60.7%) of students are satisfied with their weight. Almost one-quarter (23.9%) believe they are overweight, and about one-in-seven (15.4%) believe they are underweight.
- Females are significantly more likely than males to perceive themselves as overweight (30.5% vs. 17.9%, respectively), whereas males are significantly more likely than females to perceive themselves as underweight (20.8% vs. 9.5%, respectively).
- Satisfaction with weight does not significantly vary by grade or region.

- About one-third (30.7%) of students are not trying to alter their weight. A similar percentage (33.1%) are trying to lose weight, 16.9% want to keep from gaining weight, and 19.3% want to gain weight.
- Females are significantly more likely than males to report they are trying to lose weight (40.1% vs. 26.7%, respectively), whereas males are much more likely than females to report that they are trying to gain weight (30.5% vs. 7.0%, respectively).

Figure 3.2.14
Perception of Weight by Sex, 2025 OSDUHS (Grades 7–12)

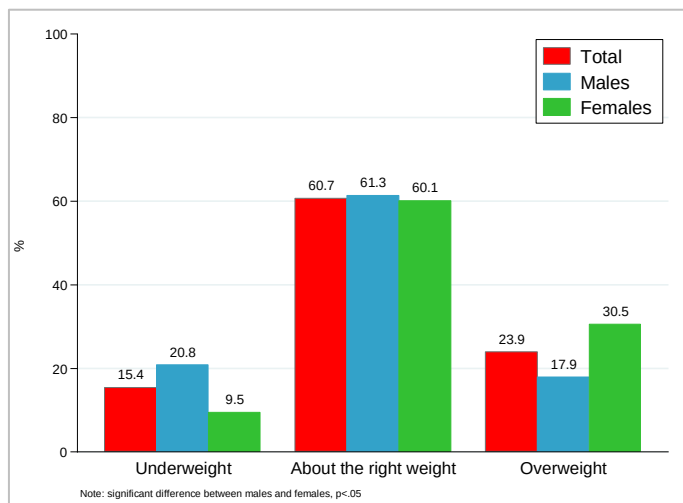
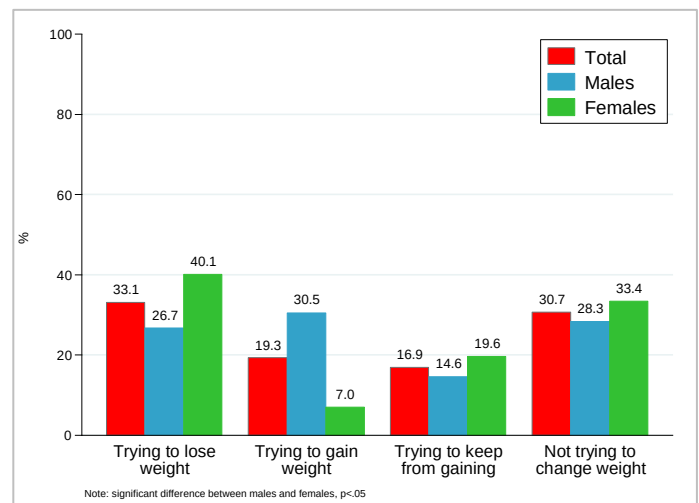


Figure 3.2.15
Weight Control by Sex, 2025 OSDUHS (Grades 7–12)



2001–2025 (Grades 7–12):

- The percentage of students who perceive themselves to be overweight has remained stable during the past decade or so. However, the current estimate (23.9%) is significantly higher than the estimates seen in the 2000s (about 19%-20%).
- Males show relative stability over the decades, with some fluctuations. However, females today are more likely to perceive themselves to be overweight compared with their counterparts in the 2000s.

Figure 3.2.16
Percentage Who Perceive Themselves as Overweight by Sex, 2001–2025 OSDUHS (Grades 7–12)

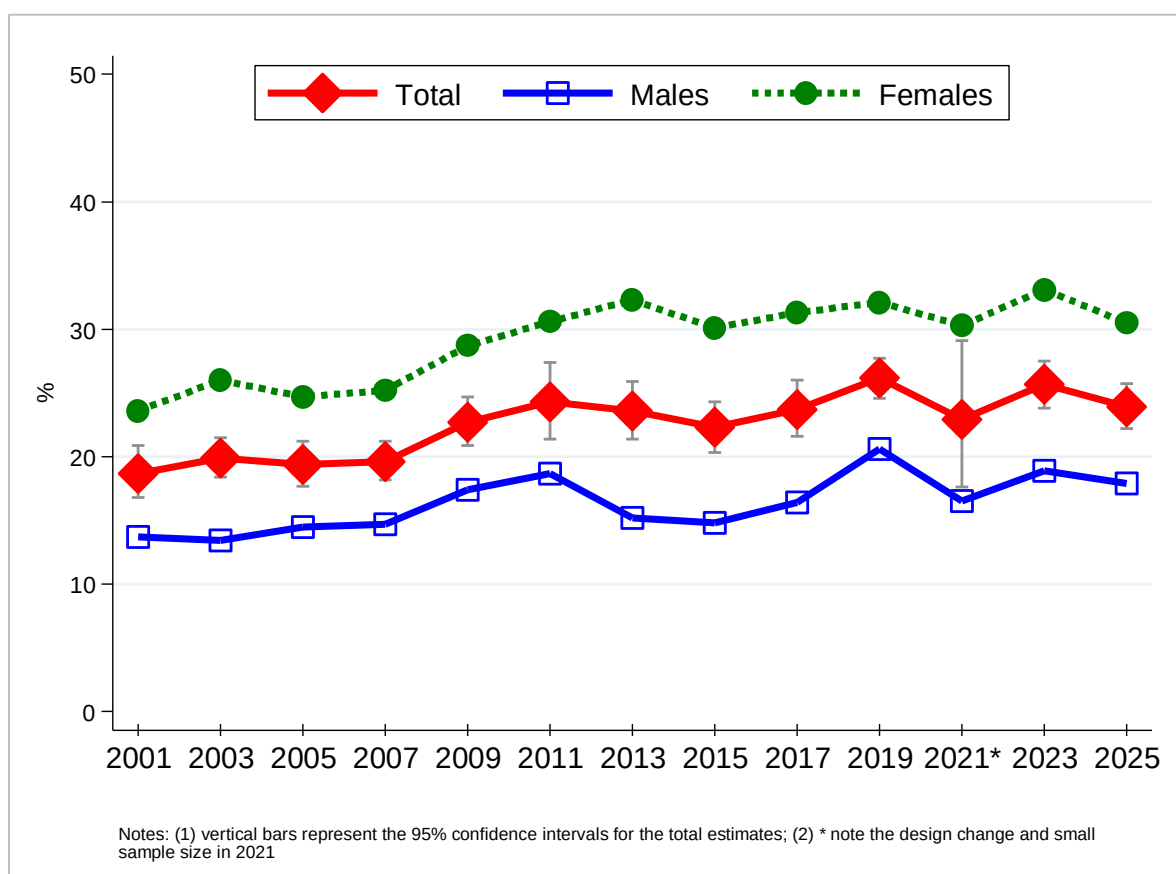


Table 3.2.5 Percentage Who Perceive Themselves as Overweight, 2001–2025 OSDUHS

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n)	(1837)	(3152)	(3648)	(2935)	(4261)	(4472)	(4794)	(5023)	(5071)	(6525)	(1107)	(5054)	(5540)
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 (23.8-27.5)	23.9 ^{cd} (22.2-25.7)
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 (16.4-21.7)	17.9 (15.5-20.5)
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 (30.4-35.8)	30.5 ^c (27.7-33.3)
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 (15.2-26.3)	20.6 ^c (17.4-24.2)
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)	24.7 (21.6-28.2)
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)	24.6 (21.2-28.4)
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 (25.2-33.3)	25.9 (21.4-31.1)
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)	24.7 (21.6-28.0)
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)	22.8 (18.0-28.4)
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 (21.6-25.7)	23.4 ^c (21.3-25.6)
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)	23.0 (17.4-29.7)
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 (27.0-36.7)	24.8 (20.7-29.4)
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)	23.9 (20.8-27.2)

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 2025 vs. 2023, or vs. 2019; ^c 2025 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.

2025 (Grades 7–12):

- Just over half (52.1%) of students report being bullied about their weight or body shape at least once in the past year.

- Males (52.6%) and females (51.5%) are equally likely to report being bullied about their weight or body shape in the past year.
- There is significant variation by grade, showing that 8th graders are most likely to report being bullied about their weight or body shape.
- There is no significant regional variation.

2021–2025 (Grades 7–12):

- The percentage of students who report being bullied about their weight or body shape at least once in the past year remained stable between 2023 (52.5%) and 2025 (52.1%). However, the current estimate is significantly higher than in 2021 (39.5%), the first year of monitoring.
- Only females show a significant change (decrease) between 2023 and 2025. Many subgroups show a significant increase since 2021.

Figure 3.2.17

Percentage Reporting Being Bullied About Their Weight or Body Shape in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

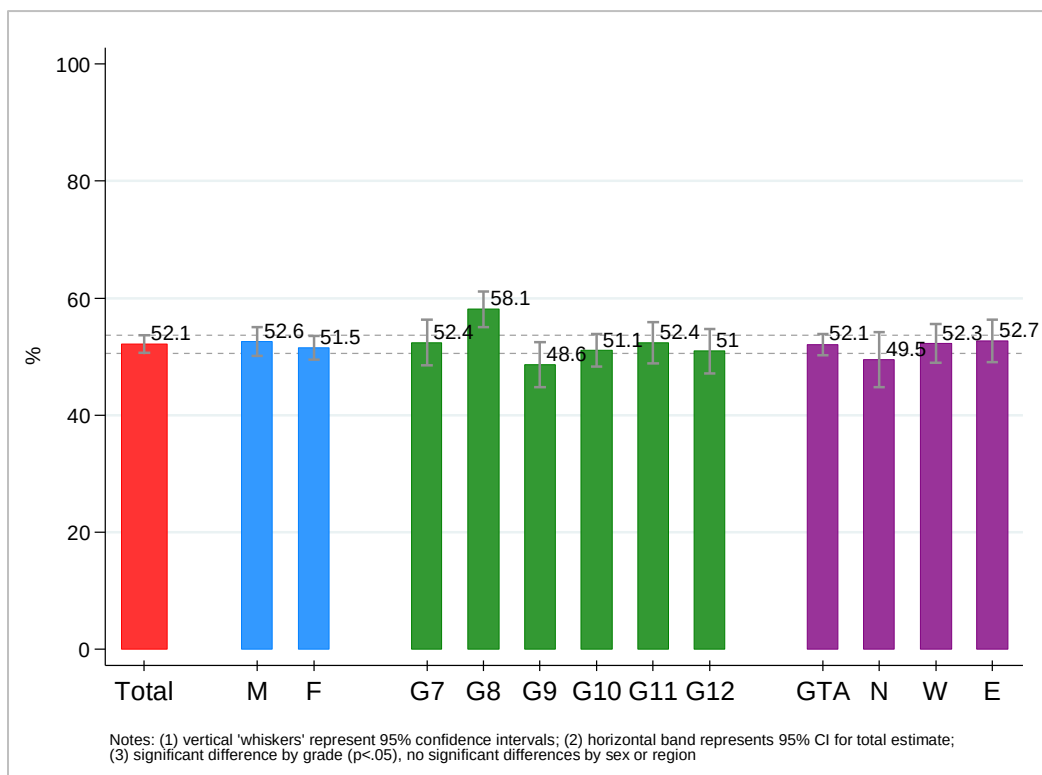


Table 3.2.6 Percentage Reporting Being Bullied About Their Weight or Body Shape in the Past Year, 2021–2025 OSDUHS

	2021	2023	2025
	(n=2,225)	(n=10,145)	(n=11,108)
Total (95% CI)	39.5 (33.8-45.6)	52.5 (50.6-54.5)	52.1^b (50.6-53.6)
Sex			
Males	34.3 (24.6-45.6)	49.5 (47.0-52.0)	52.6^b (50.2-55.1)
Females	44.9 (39.4-50.6)	55.7 (53.3-58.1)	51.5^a (49.5-53.6)
Grade			
7	28.5 (17.8-42.5)	54.7 (49.8-59.6)	52.4^b (48.5-56.3)
8	35.3 (25.7-46.3)	53.5 (49.0-57.9)	58.1^b (55.0-61.2)
9	46.1 (36.9-55.6)	51.0 (48.0-54.1)	48.6 (44.7-52.5)
10	37.4 (27.6-48.2)	52.0 (48.7-55.4)	51.1^b (48.3-53.9)
11	47.9 (36.5-59.5)	55.9 (51.3-60.3)	52.4 (48.9-55.8)
12	40.8 (25.9-57.6)	49.2 (45.5-53.0)	51.0 (47.2-54.8)
Region			
Greater Toronto Area	35.0 (26.1-45.0)	52.6 (50.0-55.3)	52.1^b (50.3-53.9)
North	36.7 (30.4-43.6)	54.9 (48.4-61.2)	49.5^b (44.7-54.2)
West	46.0 (35.4-57.0)	55.9 (52.1-59.6)	52.3 (49.0-55.5)
East	33.4 (24.9-43.0)	47.3 (42.4-52.2)	52.7^b (49.1-56.3)

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 2025 vs. 2023 significant difference, $p<.01$; ^b 2025 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?" The percentages shown are those who reported at least once in the past 12 months.
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.

2025 (Grades 7–12):

- About 41.3% of students report that they usually get eight hours or more of sleep on an average school night. Therefore, most students (59%) get less than eight hours of sleep.
- Males (48.3%) are significantly more likely than females (33.9%) to get at least eight hours of sleep on an average school night.

- Seventh graders (61.4%) 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 24.4% of 12th graders.

- There is no significant regional variation.

2015–2025 (Grades 7–12):

- Among the total sample, the percentage reporting at least eight hours of sleep on school nights remained stable between 2023 (38.9%) and 2025 (41.3%). With the exception of an increase in 2021, the percentage has remained relatively stable since 2015, the first year of monitoring.
- Among the subgroups, the most notable change is the decrease since 2015 in reporting at least eight hours of sleep on school nights among young students in grades 7 and 8.

Figure 3.2.18
Percentage Reporting Eight or More Hours of Sleep on School Nights by Sex, Grade, and Region, 2025 OSDUHS

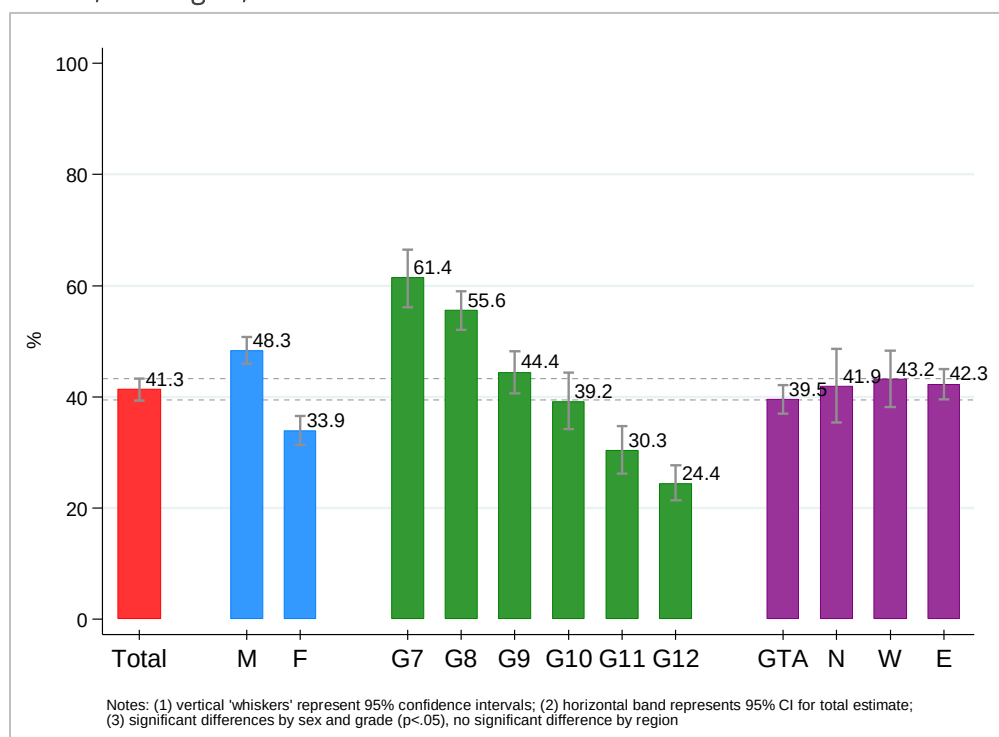


Table 3.2.7 Percentage Reporting Eight or More Hours of Sleep on an Average School Night, 2015–2025 OSDUHS

	2015	2017	2019	2021	2023	2025
	(n=)	(10426)	(11435)	(14142)	(10145)	(11108)
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 (36.9-41.0)	41.3 (39.4-43.3)
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)	48.3 (45.9-50.8)
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 (30.8-35.4)	33.9 (31.3-36.6)
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)	61.4 ^{bc} (56.1-66.4)
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 (52.5-60.5)	55.6 ^c (52.1-59.0)
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)	44.4 (40.6-48.2)
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)	39.2 (34.2-44.4)
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 (22.9-29.6)	30.3 (26.2-34.8)
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)	24.4 (21.4-27.7)
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 (35.3-39.7)	39.5 (36.9-42.1)
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)	41.9 (35.4-48.6)
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)	43.2 (38.2-48.3)
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 (37.9-50.6)	42.3 (39.5-45.0)

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) no significant differences 2025 vs. 2023; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 vs. 2015 significant difference, 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).*”

2025 (Grades 7–12):

- Over one-third (39.7%) of students report having a concussion in their lifetime. One-in-eight (13.2%) students report having a concussion in the past year.

- Males (13.2%) and females (13.2%) 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 no significant regional variation.

2017–2025 (Grades 7–12):

- The percentage of students reporting experiencing a concussion in the past year remained stable between 2023 (13.3%) and 2025 (13.2%). With the exception of a decrease in 2021, the percentage has been relatively stable since 2017, the first year of monitoring.

Figure 3.2.19

Percentage Reporting Experiencing a Concussion in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

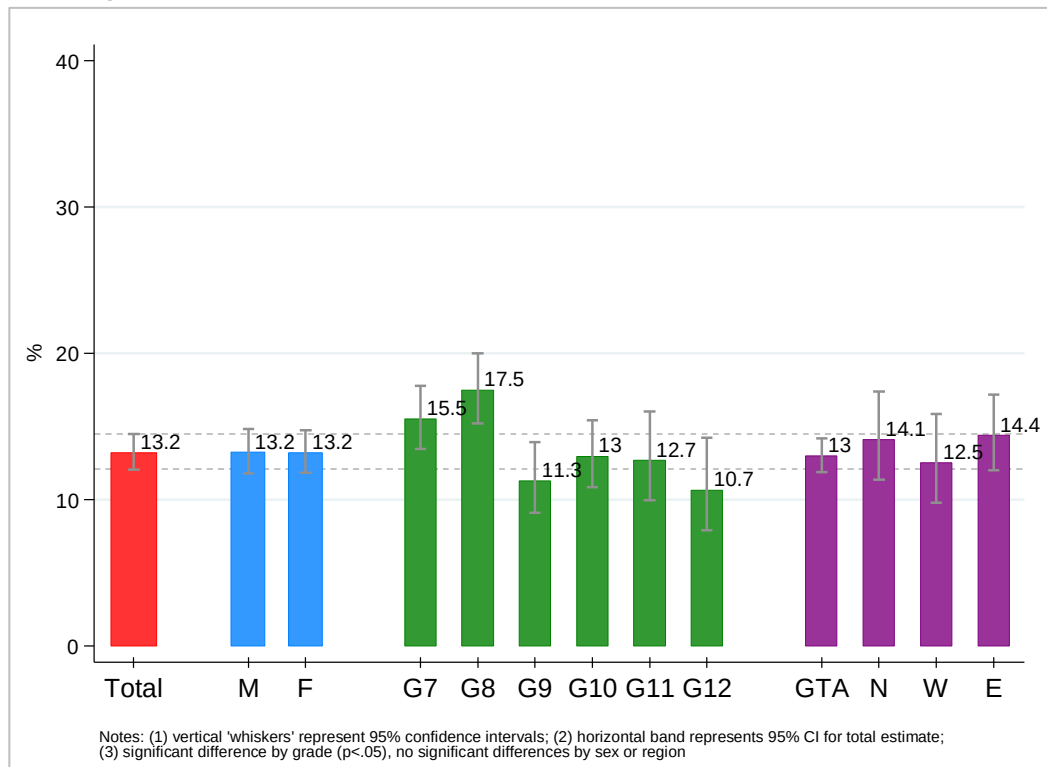


Table 3.2.8 Percentage Reporting Experiencing a Concussion in the Past Year, 2017–2025 OSDUHS

	2017	2019	2021	2023	2025
(n=)	(11435)	(14142)	(2225)	(10145)	(11108)
Total (95% CI)	14.8 (13.7-16.0)	14.5 (13.5-15.5)	9.1 (6.6-12.4)	13.3 (12.2-14.4)	13.2 ^e (12.1-14.5)
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)	13.2 (11.8-14.8)
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)	13.2 (11.8-14.7)
Grade					
7	16.2 (12.5-20.7)	19.0 (16.8-21.6)	†	17.0 (13.7-20.8)	15.5 (13.5-17.8)
8	22.0 (19.2-25.1)	19.0 (16.9-21.3)	†	16.2 (14.0-18.6)	17.5 (15.2-20.0)
9	12.3 (9.5-15.8)	13.6 (12.2-15.2)	†	12.4 (10.2-14.9)	11.3 (9.1-14.0)
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)	13.0 (10.8-15.4)
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)	12.7 (10.0-16.0)
12	12.8 (10.6-15.6)	13.2 (11.1-15.8)	†	11.1 (9.0-13.7)	10.7 (7.9-14.2)
Region					
Greater Toronto Area	11.5 (10.0-13.2)	12.9 (11.8-14.2)	†	11.7 (10.4-13.0)	13.0 (11.9-14.2)
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)	14.1 (11.4-17.4)
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)	12.5 (9.8-15.9)
East	18.0 (16.2-20.0)	17.7 (15.5-20.0)	3.9 (2.9-5.3)	15.6 (12.8-18.9)	14.4 (12.0-17.2)

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) no significant differences 2025 vs. 2023, or vs. 2017; ^e 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 Eating Breakfast Before School

(Figures 3.2.20-3.2.22; Table 3.2.9)

Starting in 2009, students were asked whether they ate breakfast before school. The question was “*On how many of the last 5 school days did you eat breakfast (more than a glass of milk or fruit juice) either at home, on the way to school, or at school before classes?*” Here we present the percentage of students who report that they ate breakfast on all five days (daily) before school began.

2025 (Grades 7-12):

- Over one-third (38.6%) of students report eating breakfast daily before school.
- Males (45.4%) are more likely than females (31.5%) to report eating breakfast daily.
- Eating breakfast daily significantly decreases with grade, from 48.1% of 7th graders down to 31.1% of 12th graders.
- There is no significant regional variation.

Figure 3.2.20

Percentage Reporting the Number of Days They Ate Breakfast Before School in the Past Five School Days, 2025 OSDUHS

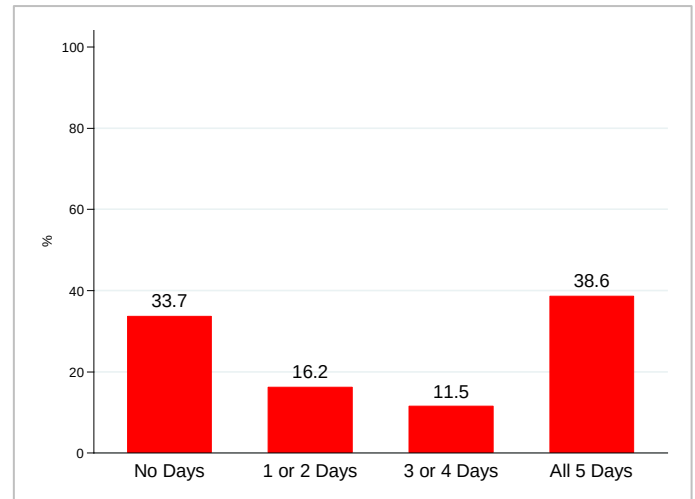
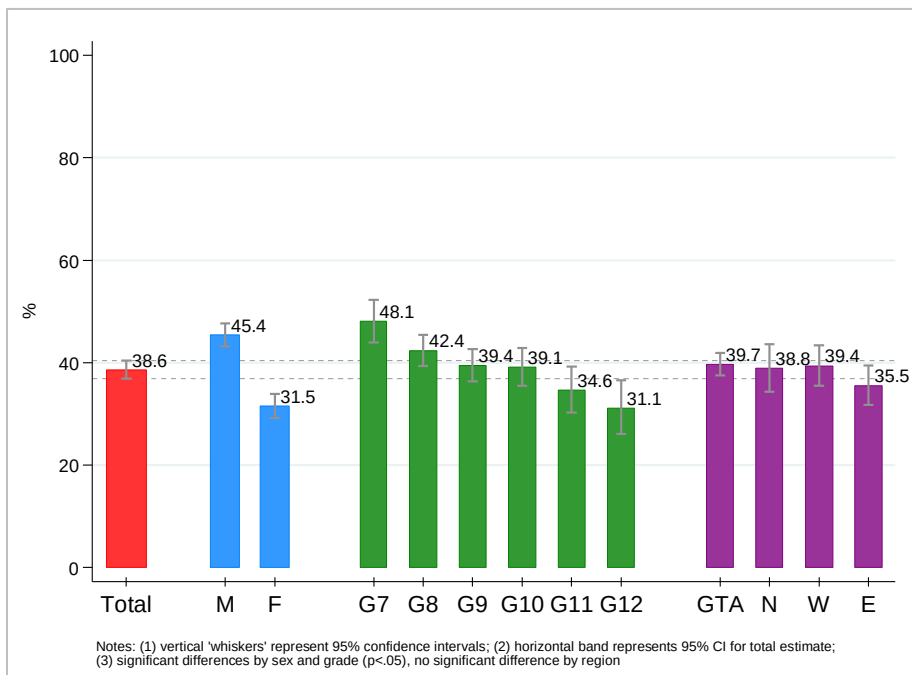


Figure 3.2.21

Percentage Reporting Eating Breakfast Daily Before School by Sex, Grade, and Region, 2025 OSDUHS



2009–2025 (Grades 7–12):

- The percentage of students reporting eating breakfast daily before school significantly decreased between 2019 (the previous year this was measured) and 2025, from 41.9% to 38.6%. There has also been a significant decline since 2009, when monitoring began.

- Among the subgroups, only females show a significant decrease between 2019 and 2025. However, all subgroups show a significant decrease since 2009, when monitoring began.

Figure 3.2.22
Percentage Reporting Eating Breakfast Daily Before School, 2009–2025 OSDUHS

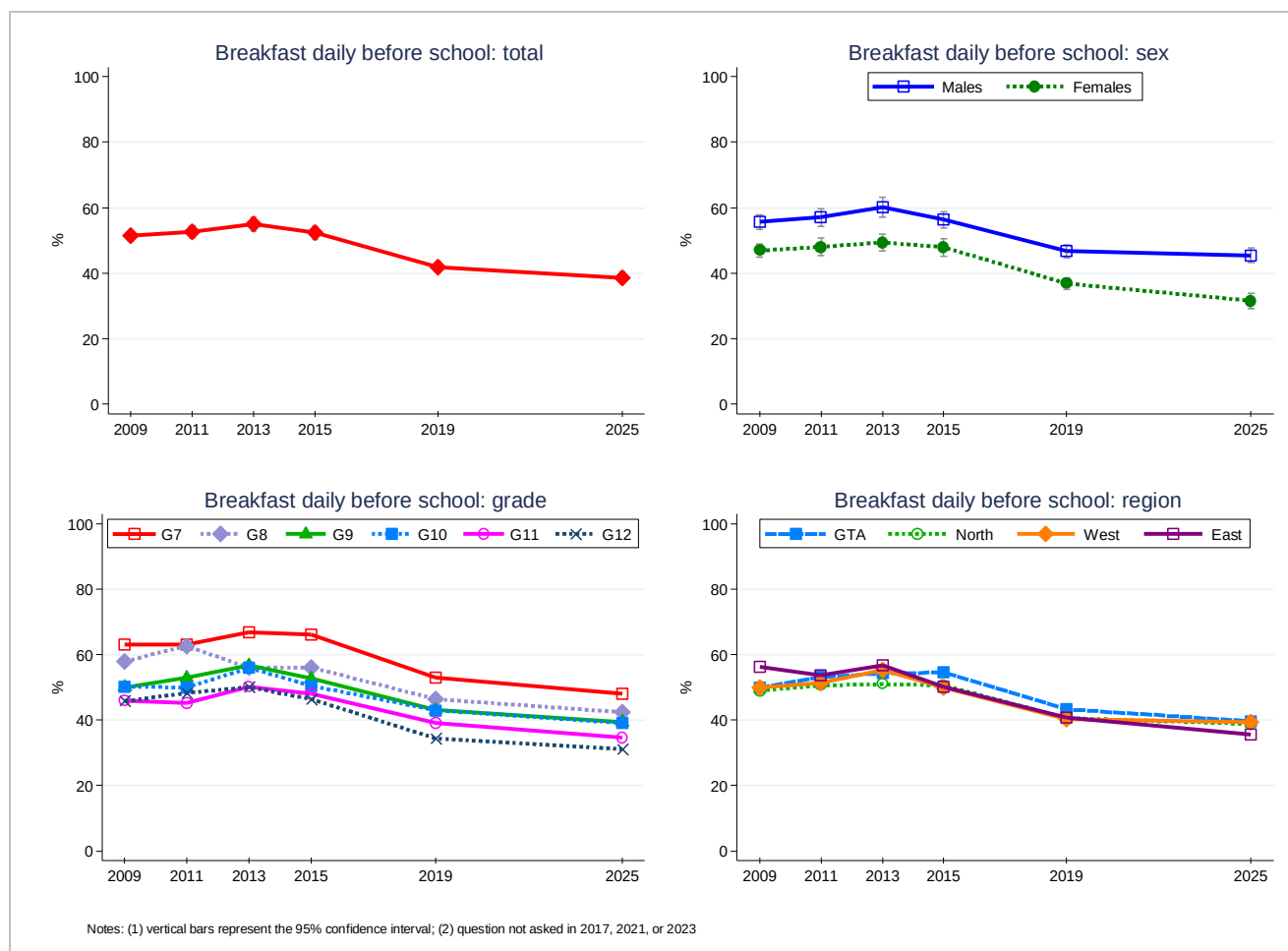


Table 3.2.9 Percentage Reporting Eating Breakfast Daily Before School, 2009–2025 OSDUHS

	2009	2011	2013	2015	2019	2025
	(n=)	(9112)	(9288)	(10272)	(14142)	(11108)
Total (95% CI)	51.4 (49.8-52.9)	52.6 (50.7-54.6)	54.9 (52.8-57.0)	52.3 (50.2-54.3)	41.9 (40.3-43.4)	38.6 ^{ab} (36.8-40.4)
Sex						
Males	55.6 (53.3-57.9)	57.0 (54.3-59.6)	60.1 (57.1-63.1)	56.3 (53.8-58.8)	46.7 (44.7-48.7)	45.4 ^b (43.2-47.7)
Females	46.9 (44.9-48.8)	48.0 (45.4-50.7)	49.4 (46.8-52.0)	47.9 (45.2-50.6)	36.8 (35.0-38.6)	31.5 ^{ab} (29.2-33.9)
Grade						
7	63.1 (60.0-66.2)	63.1 (58.3-67.7)	66.8 (62.8-70.6)	66.2 (60.6-71.3)	53.1 (49.6-56.6)	48.1 ^b (43.9-52.3)
8	58.0 (54.7-61.2)	62.6 (58.3-66.7)	56.0 (51.0-61.0)	56.1 (50.4-61.6)	46.4 (43.2-49.5)	42.4 ^b (39.4-45.4)
9	50.0 (45.9-54.1)	53.0 (48.7-57.2)	56.7 (52.7-60.6)	52.7 (49.4-55.9)	43.1 (39.9-46.3)	39.4 ^b (36.3-42.6)
10	50.2 (46.8-53.6)	50.0 (46.1-53.9)	56.0 (52.8-59.2)	50.5 (47.1-53.9)	43.0 (39.9-46.1)	39.1 ^b (35.5-42.8)
11	45.9 (41.8-50.0)	45.2 (40.3-50.3)	50.2 (45.4-55.0)	48.1 (43.0-5.2)	39.1 (36.0-42.2)	34.6 ^b (30.2-39.3)
12	45.8 (41.4-50.3)	48.3 (44.1-52.6)	50.1 (46.4-53.7)	46.4 (42.4-50.4)	34.4 (31.4-37.6)	31.1 ^b (26.1-36.6)
Region						
Greater Toronto Area	50.0 (47.2-52.8)	53.2 (50.1-56.2)	54.4 (51.4-57.5)	54.6 (51.7-57.4)	43.4 (41.3-45.4)	39.7 ^b (37.5-41.9)
North	49.0 (45.0-53.1)	50.6 (47.0-54.1)	51.0 (46.7-55.3)	50.6 (46.1-55.1)	40.6 (34.6-46.9)	38.8 ^b (34.3-43.6)
West	50.0 (46.9-53.1)	51.3 (46.4-56.2)	55.4 (51.3-59.3)	50.0 (46.1-53.9)	40.4 (36.6-44.3)	39.4 ^b (35.4-43.4)
East	56.3 (54.1-58.4)	53.6 (50.2-56.8)	56.7 (51.2-62.1)	50.2 (44.5-55.9)	40.7 (38.3-43.1)	35.5 ^b (31.7-39.5)

Notes: (1) n=total number of students surveyed; (2) question not asked in 2017, 2021, or 2023; (3) entries in brackets are 95% confidence intervals; (4) ^a 2025 vs. 2019 significant difference, $p < .01$; ^b 2025 vs. 2009 significant difference, $p < .01$.

Q: "On how many of the last 5 school days did you eat breakfast (more than a glass of milk or fruit juice) either at home, on the way to school, or at school before classes?"

Source: OSDUHS, Centre for Addiction and Mental Health

3.2.11 Go to School or Bed Hungry

(Figure 3.2.23; Table 3.2.10)

Starting in 2015, students were asked about going without food. The question was “*Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?*” The response options were: *Always, Often, Sometimes, or Never*. Here we present the percentage of students who report that they often or always go to school or bed hungry because there is not enough food at home.

2025 (Grades 7–12):

- About 4.1% of students report often or always going to school or bed hungry because there is not enough food at home.

- There is no significant difference between males (4.1%) and females (4.2%).
- There is no significant variation by grade.
- There is no significant variation by region.

2015–2025 (Grades 7–12):

- The percentage of students who report often or always going to school or bed hungry because there is not enough food at home has remained stable since 2021 (the previous year this was measured). However, there has been a slight but significant decline since 2017–2019, when the estimate was about 6%–7%.

Figure 3.2.23
Percentage Reporting “Often” or “Always” Going to School or Bed Hungry by Sex, Grade, and Region, 2025 OSDUHS

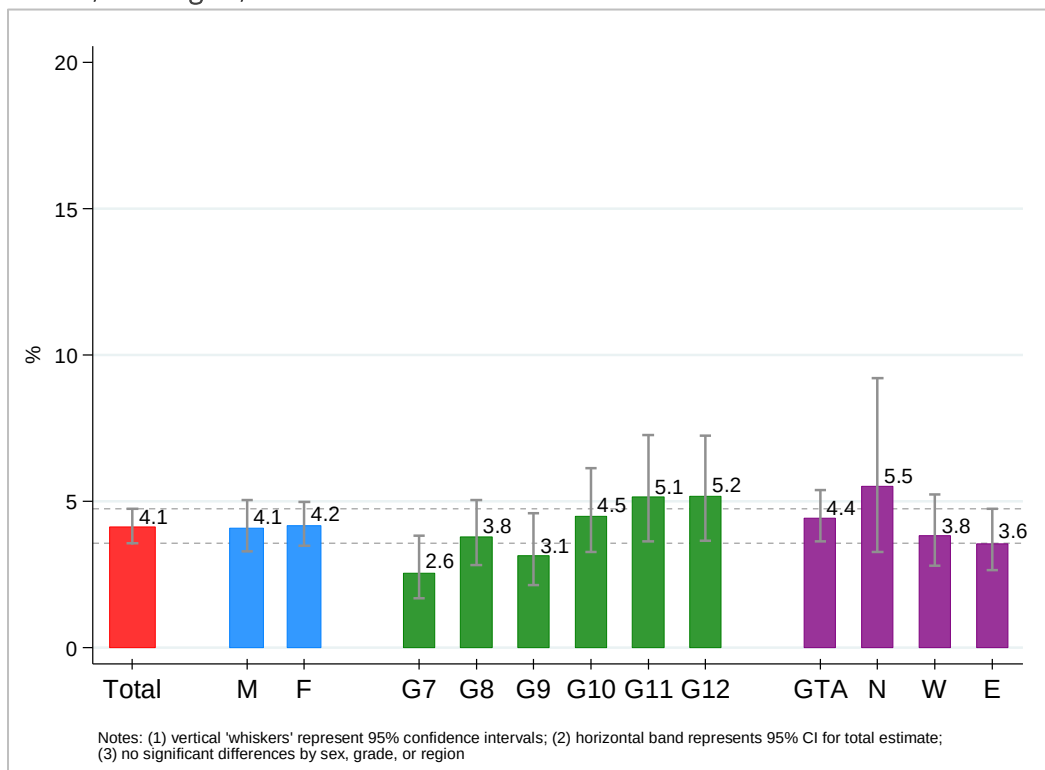


Table 3.2.10 Percentage Reporting Often or Always Going to School or Bed Hungry, 2015–2025 OSDUHS

	2015	2017	2019	2021	2025
(n=)	(10426)	(11435)	(14142)	(2225)	(11108)
Total (95% CI)	4.6 (3.9-5.5)	6.7 (5.9-7.7)	6.3 (5.5-7.1)	2.7 (1.7-4.2)	4.1^b (3.6-4.7)
Sex					
Males	5.0 (4.0-6.3)	7.1 (6.1-8.4)	6.1 (5.3-7.1)	†	4.1^b (3.3-5.1)
Females	4.2 (3.3-5.3)	6.3 (4.9-7.9)	6.5 (5.5-7.6)	3.5 (2.1-5.8)	4.2^b (3.5-5.0)
Grade					
7	3.8 (2.3-6.2)	5.5 (3.3-9.0)	3.7 (2.7-5.1)	†	2.6 (1.7-3.8)
8	3.9 (2.4-6.4)	5.3 (3.6-7.7)	5.5 (4.3-6.9)	†	3.8 (2.8-5.0)
9	4.2 (3.1-5.5)	6.7 (4.6-9.7)	6.2 (4.4-8.6)	†	3.1^b (2.1-4.6)
10	5.9 (4.4-8.0)	8.9 (6.4-12.2)	6.1 (4.9-7.6)	†	4.5 (3.3-6.1)
11	4.2 (3.1-5.6)	5.5 (4.0-7.6)	5.8 (4.8-7.1)	†	5.1 (3.6-7.3)
12	5.2 (3.6-7.5)	7.6 (5.8-9.9)	8.5 (6.8-10.5)	†	5.2^b (3.7-7.2)
Region					
Greater Toronto Area	4.5 (3.5-5.8)	7.8 (6.5-9.5)	6.4 (5.4-7.6)	†	4.4^b (3.6-5.4)
North	4.3 (2.9-6.3)	7.9 (5.5-11.4)	7.4 (5.0-10.9)	†	5.5 (3.3-9.2)
West	4.9 (3.7-6.4)	5.5 (4.1-7.3)	5.4 (4.1-7.1)	†	3.8 (2.8-5.2)
East	4.6 (2.7-7.8)	5.6 (4.2-7.4)	6.8 (5.0-9.0)	†	3.6^b (2.7-4.7)

Notes: (1) n=total number of students surveyed; (2) question not asked in 2023; (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 2025 vs. 2021; ^b 2025 vs. 2019 significant difference, p<.01.

Q: “Some young people go to school or to bed hungry because there is not enough food at home. How often does this happen to you?”

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.

2025 (Grades 7–12):

- About one-in-six (15.7%) students rate their mental health as excellent and over one-quarter (26.7%) rate their mental health as very good. In contrast, 29.7% rate their mental health as fair or poor.
- Females (39.9%) are twice as likely as males (19.7%) to rate their mental health as fair or poor.
- Ratings of fair or poor mental health are significantly higher among students in grades 10 to 12.
- There are no significant regional differences.

Figure 3.3.1
Self-Rated Mental Health, 2025 OSDUHS (Grades 7–12)

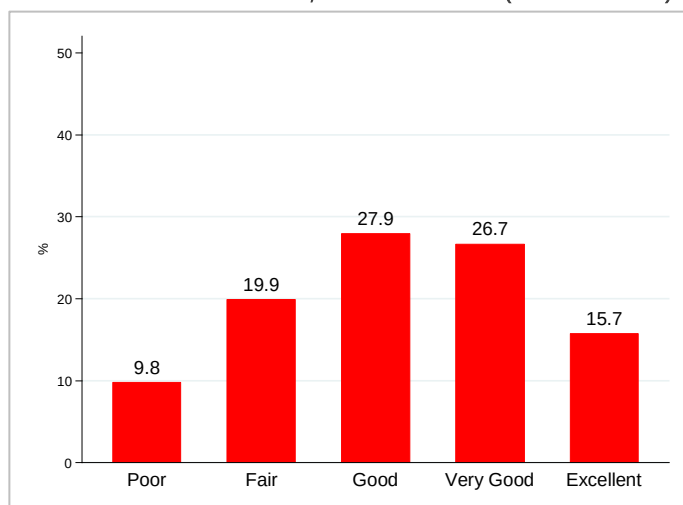
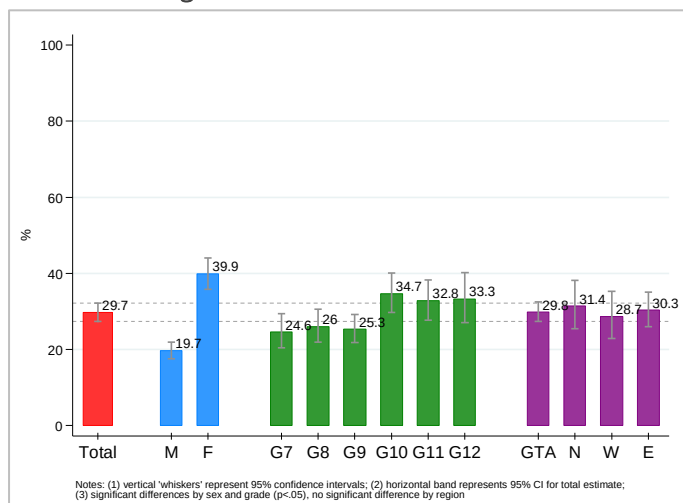


Figure 3.3.2
Percentage Reporting Fair or Poor Mental Health by Sex, Grade, and Region, 2025 OSDUHS



2007–2025 (Grades 7–12):

- The percentage of students who rate their mental health as fair or poor significantly decreased between 2023 (38.1%) and 2025 (29.7%). However, the current estimate remains 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 decreased between 2023 and 2025 among females, older students, students in the Greater Toronto Area and the West region. However, all subgroups show increases since 2007, the first year of monitoring.

Figure 3.3.3

Percentage Reporting Fair or Poor Mental Health, 2007–2025 OSDUHS

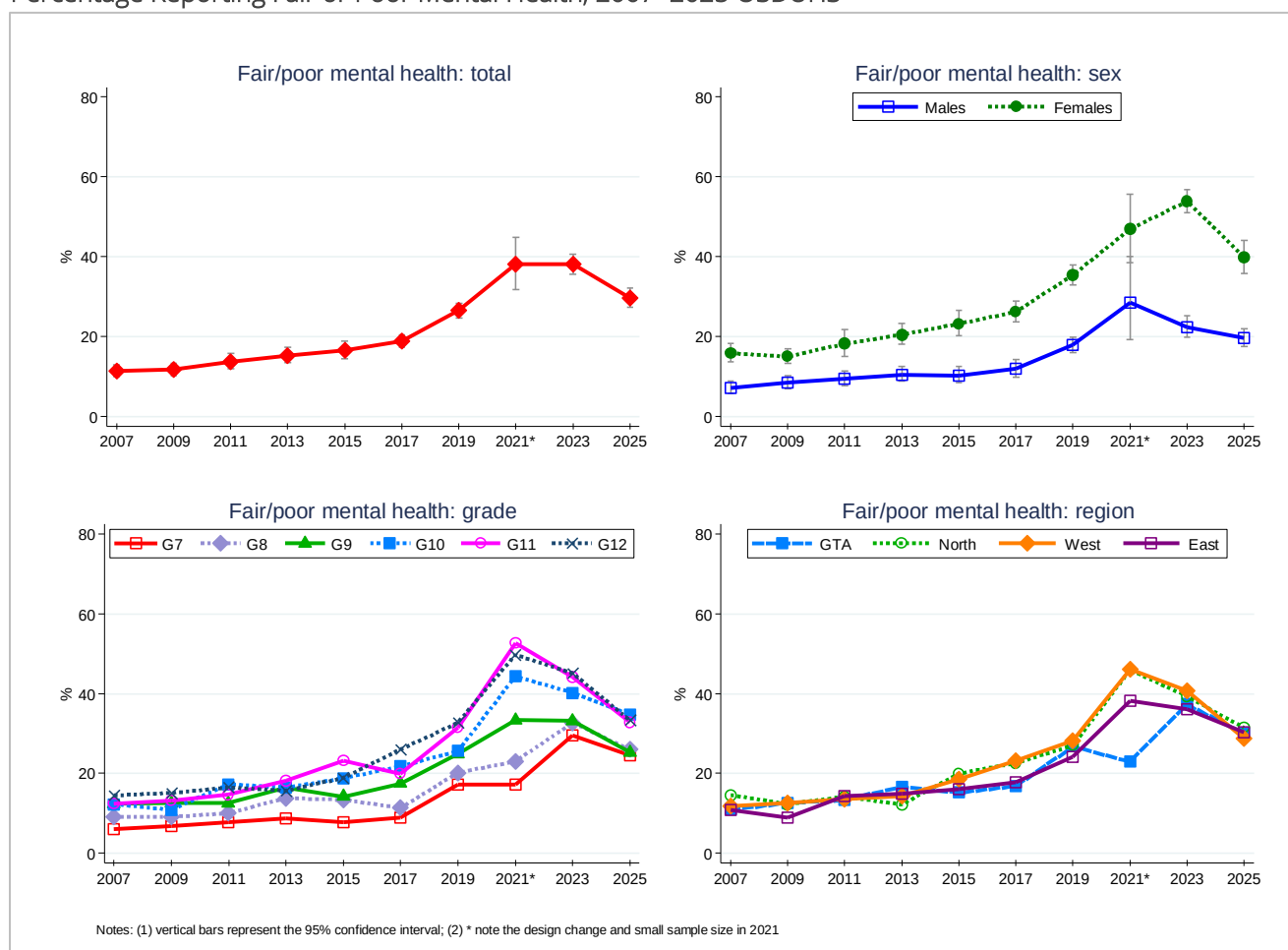


Table 3.3.1 Percentage Reporting Fair or Poor Mental Health, 2007–2025 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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)	29.7 (27.3-32.2)	^{acde}
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)	19.7 (17.6-22.0)	^c
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)	39.9 (35.8-44.0)	^{ac}
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)	24.6 (20.4-29.4)	^{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)	26.0 (21.9-30.6)	^c
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)	25.3 (21.8-29.1)	^c
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)	34.7 (29.7-40.0)	^{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)	32.8 (27.7-38.2)	^{ac}
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)	33.3 (27.0-40.1)	^{ac}
Region											
GTA	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)	29.8 (27.4-32.5)	^{ac}
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)	31.4 (25.4-38.1)	^c
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)	28.7 (22.8-35.3)	^{ac}
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)	30.3 (26.0-35.0)	^c

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) GTA=Greater Toronto Area; (5) note the design change and small sample size in 2021; (6) ^a 2025 vs. 2023 significant difference, $p<.01$; ^b 2025 vs. 2019 significant difference, $p<.01$; ^c 2025 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 general measure of self-esteem or self-satisfaction 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.

2025 (Grades 7–12):

- The majority of students are satisfied with themselves (22.5% “strongly agree” and 47.1% “somewhat agree” with the statement).
- One-in-ten (10.0%) students indicate low self-esteem (they “strongly disagree” with the statement).

- There is no significant difference in self-reported low self-esteem between males (8.8%) and females (11.2%).
- There is no significant variation by grade
- There is no significant variation by region.

2015–2025 (Grades 7–12):

- The percentage of students indicating low self-esteem remained stable between 2023 (12.3%) and 2025 (10.0%). However, the current estimate is significantly higher than the estimates from a decade ago (7%).
- Among the subgroups, females show a significant decrease in low self-esteem between 2023 and 2025, returning to levels seen in prior years. Males show an increase in low self-esteem over the past decade. Seventh graders also show an increase in low self-esteem over the past decade.

Figure 3.3.4
Percentage Reporting Low Self-Esteem by Sex, Grade, and Region, 2025 OSDUHS

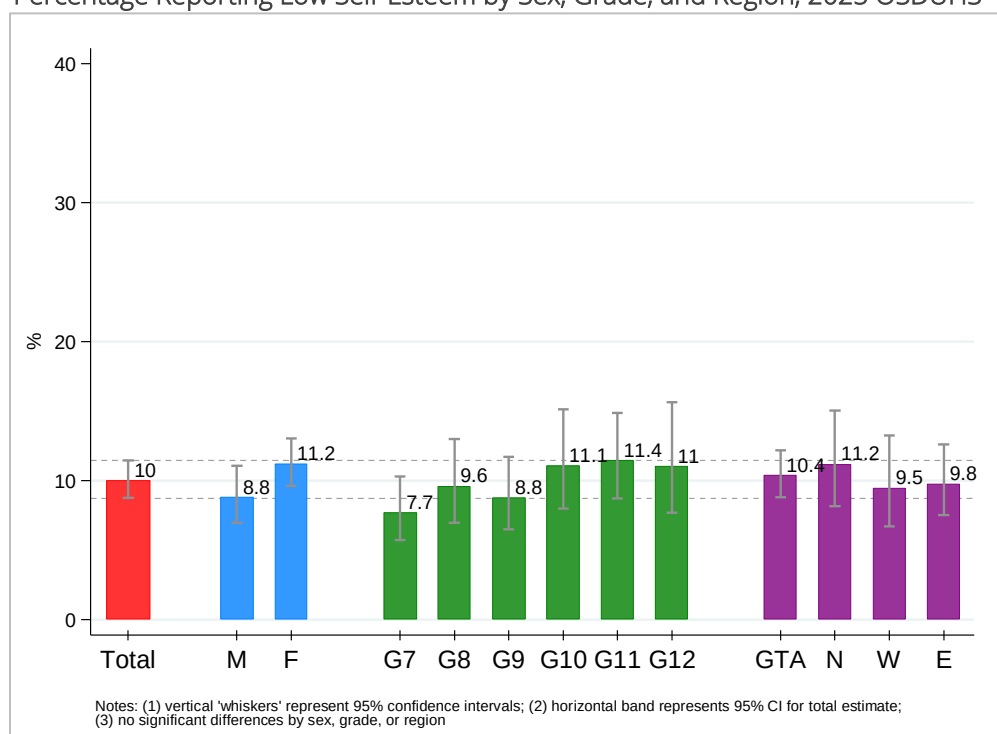


Table 3.3.2 Percentage Reporting Low Self-Esteem, 2015–2025 OSDUHS

	2015	2017	2019	2021	2023	2025
(n=)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (11.0-13.6)	10.0 ^{cd} (9.8-11.4)
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 (7.5-11.0)	8.8 ^{bc} (7.0-11.0)
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 (13.4-17.6)	11.2 ^a (9.6-13.0)
Grade						
7	2.1 (1.3-3.5)	4.8 (3.0-7.4)	7.1 (5.5-9.0)	†	9.5 (6.3-14.2)	7.7 ^c (5.7-10.3)
8	†	4.2 (2.9-6.0)	7.5 (5.4-10.4)	†	10.0 (7.1-13.9)	9.6 (7.0-13.0)
9	6.8 (4.7-9.7)	7.7 (5.5-10.6)	10.2 (8.3-12.5)	†	9.2 (6.8-12.2)	8.8 (6.5-11.7)
10	6.6 (4.6-9.3)	6.8 (4.8-9.6)	9.1 (7.2-11.4)	†	13.6 (10.4-17.5)	11.1 (8.0-15.2)
11	10.0 (7.9-12.6)	6.6 (3.9-11.0)	9.7 (7.9-11.8)	†	16.4 (12.5-21.3)	11.4 (8.7-14.9)
12	5.9 (4.3-8.2)	7.4 (5.2-10.5)	10.3 (8.3-12.8)	†	13.9 (11.1-17.3)	11.0 (7.7-15.6)
Region						
Greater Toronto Area	6.2 (4.9-7.8)	5.9 (4.6-7.6)	9.1 (7.9-10.4)	†	11.4 (9.8-13.3)	10.4 ^c (8.8-12.2)
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 (11.2-25.2)	11.2 (8.2-15.1)
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)	9.5 (6.7-13.2)
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)	9.8 (7.5-12.6)

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 2025 vs. 2023 or vs. 2019; ^c 2025 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 3.3.5-3.3.7; 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.

2025 (Grades 7-12):

- Only 12.2% of students report experiencing no stress in the past month. In contrast, one-third (33.9%) report an elevated level of stress.
- Females (45.1%) are twice as likely as males (22.8%) to report elevated stress.
- There are significant grade differences, from a low of 19.5% of 7th graders up to half (49.0%) of 12th graders reporting elevated stress.
- There is significant regional variation, showing that students in the Greater Toronto Area (37.7%) are most likely to report elevated stress compared with students in the other three regions (29%-34%).

Figure 3.3.5
Percentage Reporting the Level of Stress Experienced in the Past Month, 2025 OSDUHS (Grades 7-12)

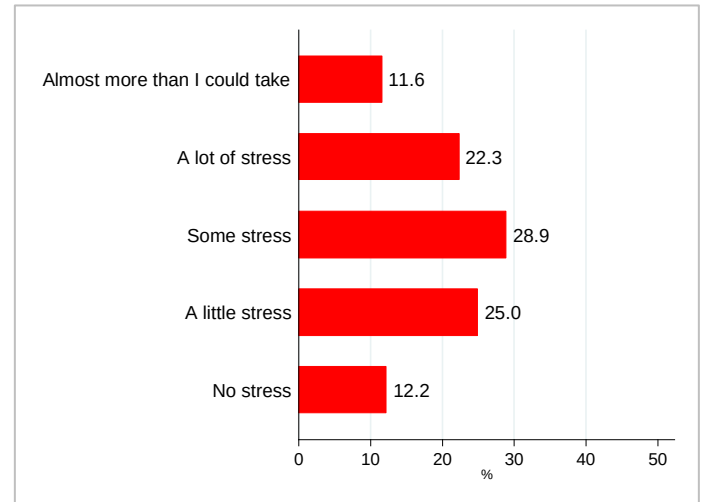
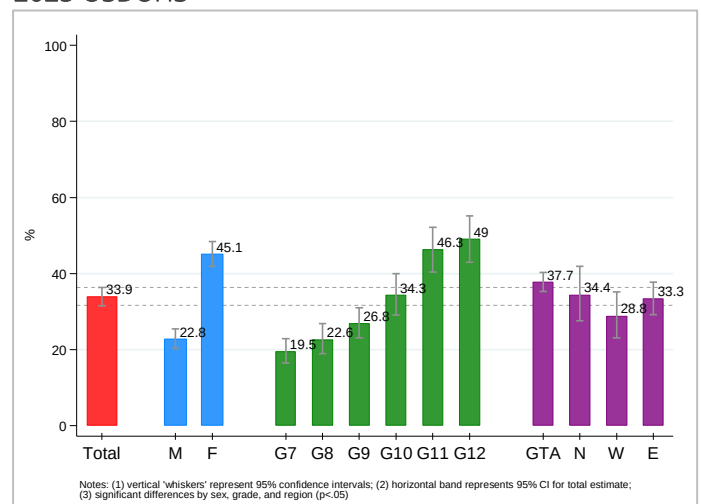


Figure 3.3.6
Percentage Reporting an Elevated Level of Stress Experienced in the Past Month by Sex, Grade, and Region, 2025 OSDUHS



2015–2025 (Grades 7–12):

- The percentage of students who report elevated stress remained stable between 2023 (37.2%) and 2025 (33.9%). However, the current estimate is significantly higher than in 2015, the first year of monitoring.
- Among the subgroups, females show a significant decrease between 2023 and 2025, but still remain higher than in 2015. Students in the Greater Toronto Area show a significant increase since 2015, the first year of monitoring.

Figure 3.3.7

Percentage Reporting an Elevated Level of Stress Experienced in the Past Month, 2015–2025 OSDUHS

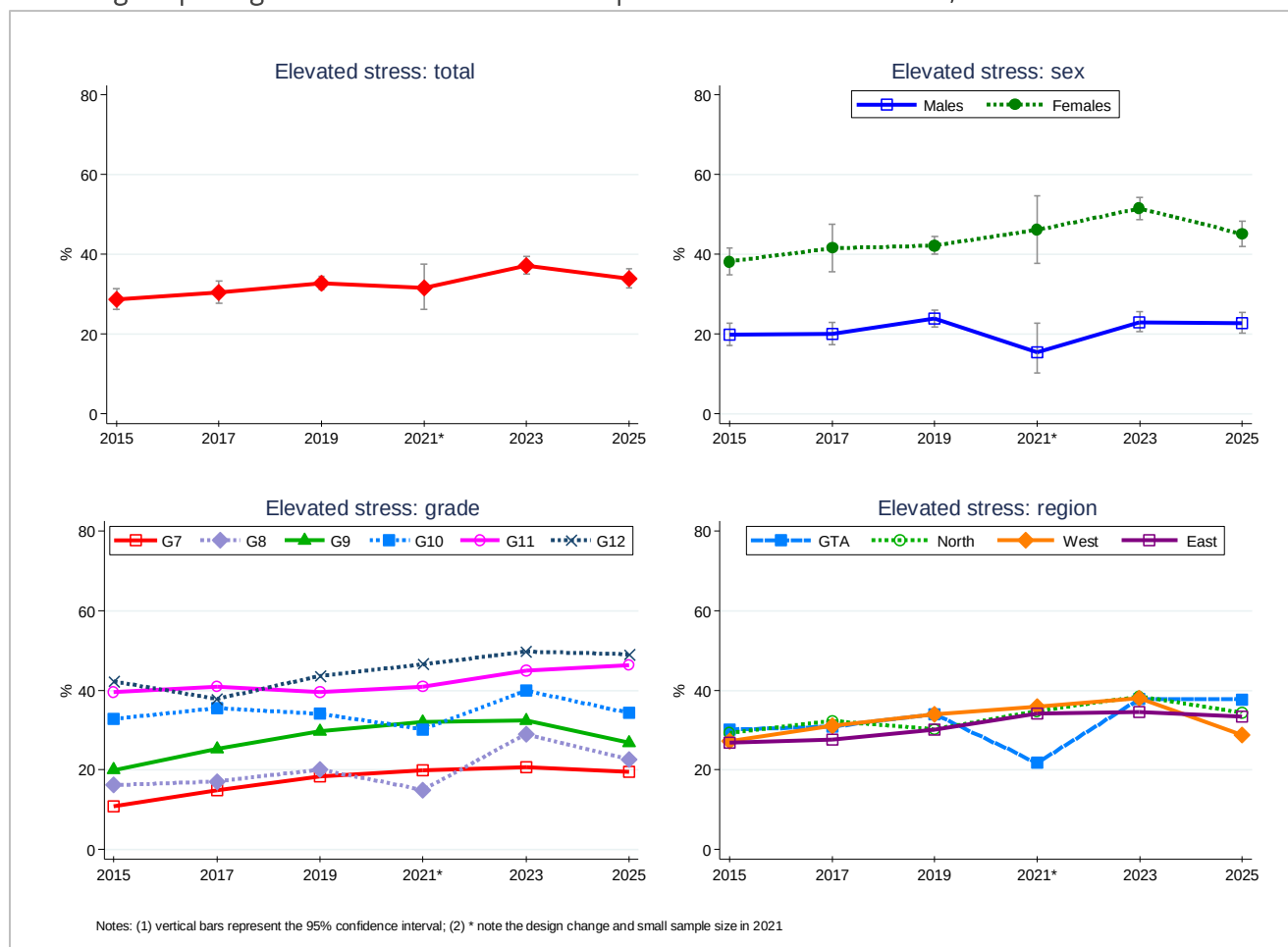


Table 3.3.3 Percentage Reporting Elevated Stress Experienced in the Past Month, 2015–2025 OSDUHS

	2015	2017	2019	2021	2023	2025
(n=)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (35.0-39.4)	33.9 ^{cd} (31.6-36.3)
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)	22.8 (20.2-25.5)
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 (48.7-54.3)	45.1 ^{ac} (41.9-48.4)
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)	19.5 (16.5-22.8)
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 (24.9-33.4)	22.6 (18.9-26.8)
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 (28.0-37.1)	26.8 (23.1-30.9)
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)	34.3 (29.1-40.0)
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)	46.3 (40.4-52.2)
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)	49.0 (43.0-55.1)
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 (34.7-41.0)	37.7 ^c (35.2-40.3)
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)	34.4 (27.5-41.9)
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 (33.4-42.9)	28.8 (23.1-35.2)
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)	33.3 (29.2-37.7)

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 2025 vs. 2023 significant difference, $p < .01$; ^c 2025 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 3.3.8, 3.3.9; 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.”

2025 (Grades 7–12):

- About 16.0% of students report never feeling lonely. In contrast, about one-in-eight (12.9%) report often or always feeling lonely.
- Females (16.1%) are significantly more likely than males (9.6%) to report often or always feeling lonely.
- There are significant grade differences, from a low of about 9% among grade 7 and 8 students up to 19.1% among grade 12 students.
- There are no significant regional differences.

2021–2025 (Grades 7–12):

- Despite a numerical decline, the percentage of students who report often or always feeling lonely has remained stable since 2021, the first year of monitoring.
- No subgroup shows a significant change since 2021.

Figure 3.3.8
Percentage Reporting How Often They Feel Lonely,
2025 OSDUHS (Grades 7–12)

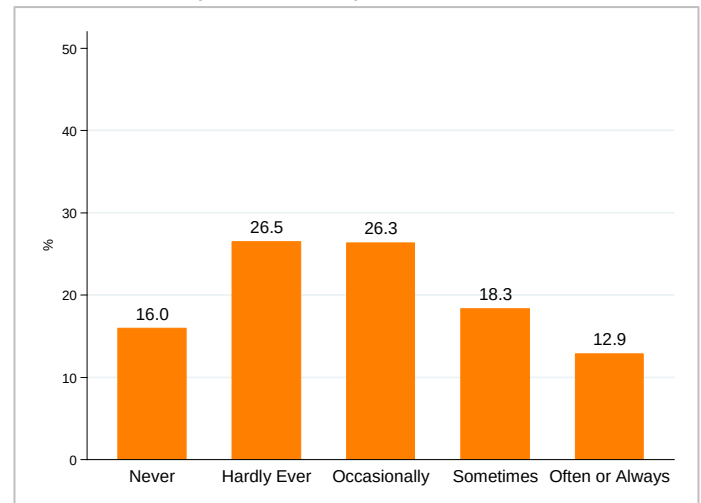


Figure 3.3.9
Percentage Reporting “Often or Always” Feeling Lonely
by Sex, Grade, and Region, 2025 OSDUHS

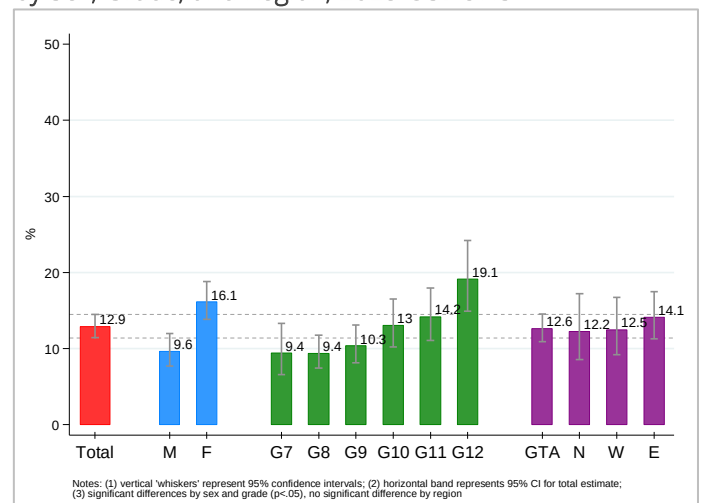


Table 3.3.4 Percentage Reporting “Often or Always” Feeling Lonely, 2021–2025 OSDUHS

	2021	2023	2025
(n=)	(1118)	(5091)	(5568)
Total (95% CI)	18.2 (11.9-26.7)	15.2 (13.6-17.0)	12.9 (11.4-14.5)
Sex			
Males	14.4 (6.2-29.8)	10.1 (8.3-12.3)	9.6 (7.7-12.0)
Females	21.6 (14.8-30.2)	20.2 (17.7-23.0)	16.1 (13.8-18.8)
Grade			
7	†	10.4 (6.8-15.6)	9.4 (6.6-13.3)
8	†	10.3 (7.3-14.4)	9.4 (7.4-11.8)
9	22.6 (12.4-37.7)	14.2 (11.2-17.7)	10.3 (8.1-13.1)
10	20.8 (12.0-33.6)	15.9 (12.9-19.6)	13.0 (10.2-16.5)
11	†	19.9 (15.8-24.7)	14.2 (11.1-18.0)
12	†	18.3 (14.9-22.3)	19.1 (14.9-24.2)
Region			
Greater Toronto Area	†	14.9 (12.8-17.3)	12.6 (10.9-14.5)
North	†	18.8 (12.8-26.6)	12.2 (8.6-17.2)
West	†	16.8 (13.0-21.3)	12.5 (9.2-16.7)
East	17.3 (12.4-23.7)	12.9 (10.2-16.3)	14.1 (11.3-17.5)

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 changes over time.

Q: “How often do you feel lonely?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.5 Psychological Distress

(Figures 3.3.10–3.3.15; Tables 3.3.5–3.3.7)

Starting in 2013,⁷ the OSDUHS included the *Kessler 6-Item Psychological Distress Scale (K6)*,⁸ 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.

2025 (Grades 7–12):

- The three most common K6 symptoms experienced by students are feeling restless or fidgety (29.9%), feeling nervous (27.9%), and feeling that everything was an effort (21.2%).

- Almost half (45.9%) of students meet the criteria for moderate psychological distress during the past month. Almost one-quarter (23.1%) meet the criteria for serious psychological distress.
- Females are significantly more likely than males to indicate moderate psychological distress (59.3% vs. 33.1%, respectively), and serious distress (32.9% vs. 13.7%, respectively).
- Psychological distress significantly increases with grade level, peaking in grades 11 and 12.
- Students in the Greater Toronto Area (48.8%) are most likely to indicate moderate psychological distress compared with the other three regions. There is no significant regional variation for serious distress.

2013–2025 (Grades 7–12):

- The percentage of students indicating moderate psychological distress significantly decreased between 2023 (51.4%) and 2025 (45.9%), returning to a level seen in 2019. However, the current estimate remains significantly higher than estimates from a decade or so ago. Females show a significant decrease between 2023 and 2025. Current estimates for all subgroups remain significantly higher than estimates from about a decade ago.
- The percentage indicating serious psychological distress significantly decreased between 2023 (27.4%) and 2025 (23.1%). However, the current estimate remains significantly higher than all estimates from 2013 to 2019. Females show a significant decrease between 2023 and 2025. Current estimates for all subgroups remain significantly higher than estimates from about a decade ago.

⁷ 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.

⁸ 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 3.3.10

Kessler-6 (K6) Scale Symptoms of Psychological Distress Experienced “Most of the Time” or “All of the Time” in the Past Month, 2025 OSDUHS (Grades 7–12)

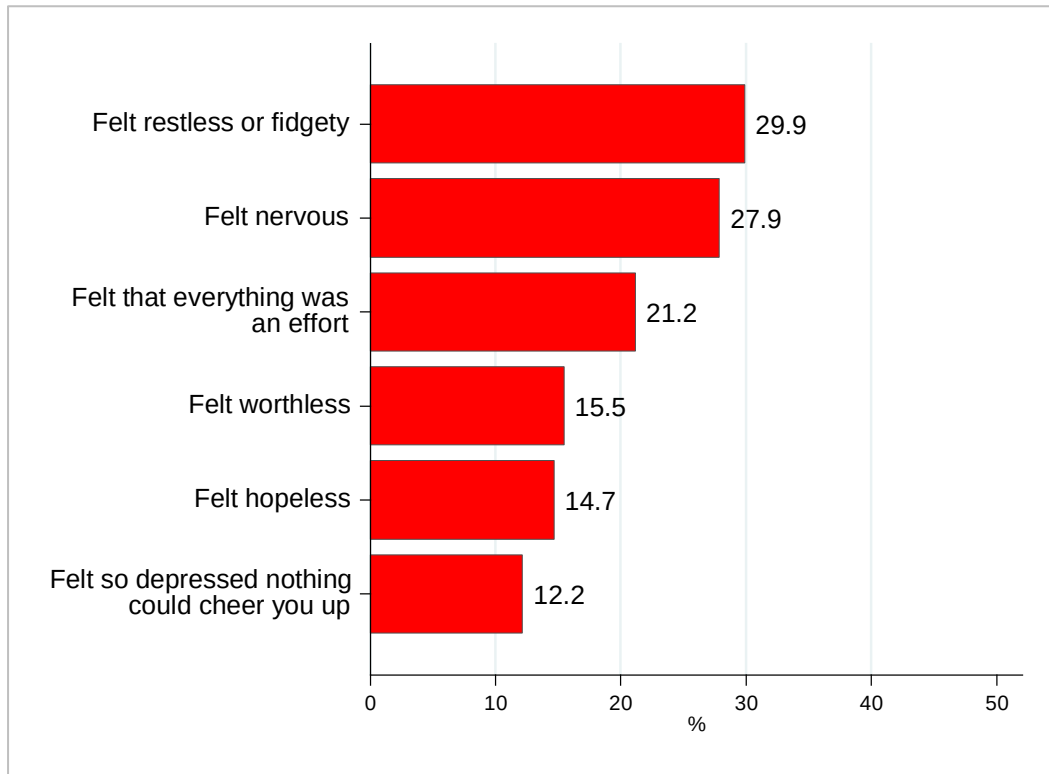


Figure 3.3.11

Kessler-6 (K6) Scale Symptoms of Psychological Distress Experienced “Most of the Time” or “All of the Time” in the Past Month by Sex, 2025 OSDUHS (Grades 7–12)

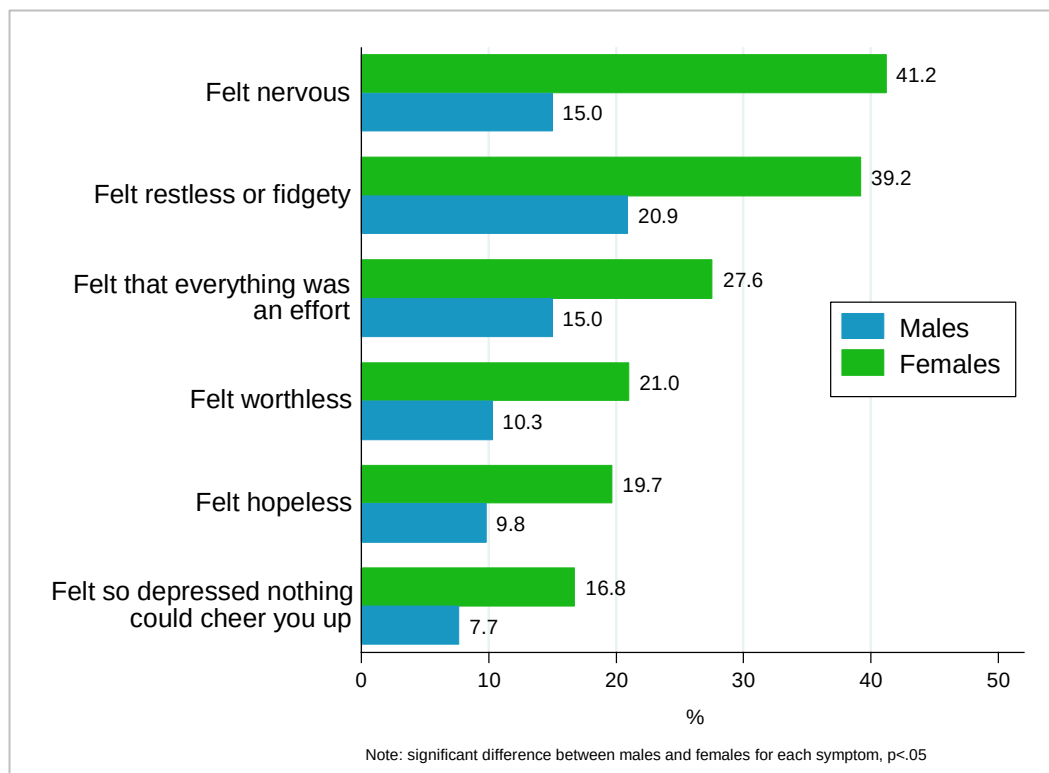


Figure 3.3.12

Percentage Indicating Moderate-to-Serious Psychological Distress (8+ Score on the K6 Scale) in the Past Month by Sex, Grade, and Region, 2025 OSDUHS

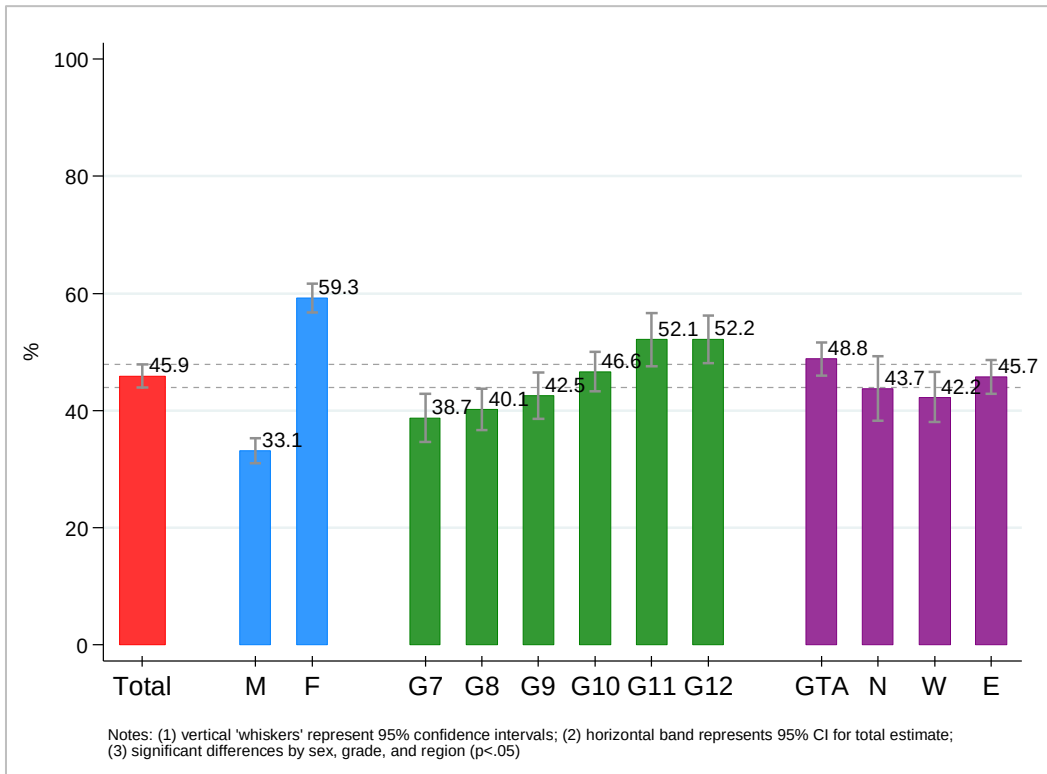


Figure 3.3.13

Percentage Indicating Serious Psychological Distress (13+ Score on the K6 Scale) in the Past Month by Sex, Grade, and Region, 2025 OSDUHS

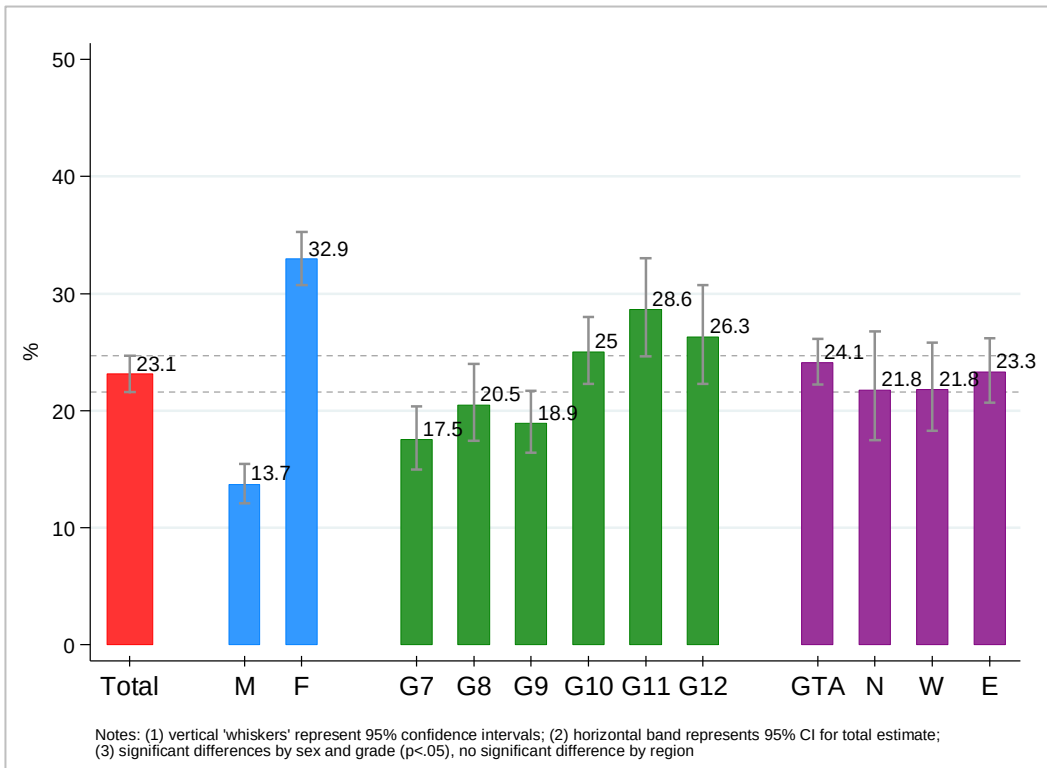


Figure 3.3.14

Percentage Indicating Moderate-to-Serious Psychological Distress in the Past Month, 2013–2025 OSDUHS

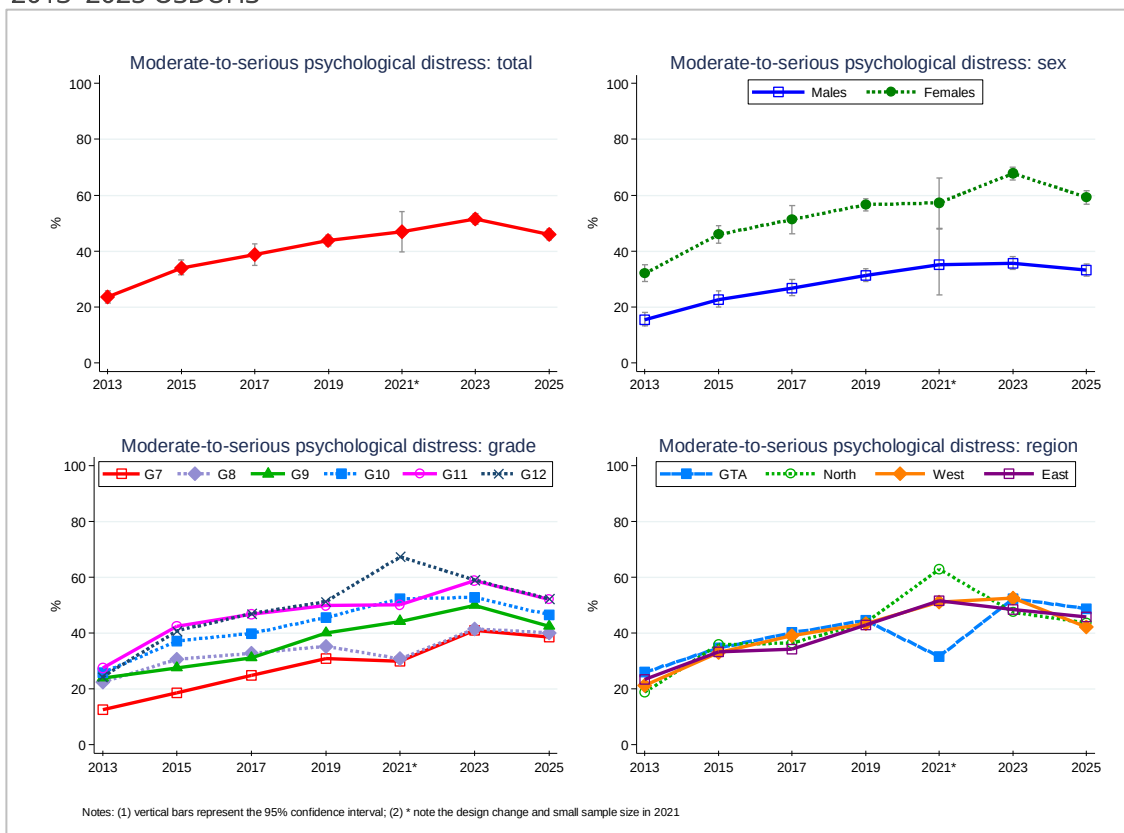


Figure 3.3.15

Percentage Indicating Serious Psychological Distress in the Past Month, 2013–2025 OSDUHS

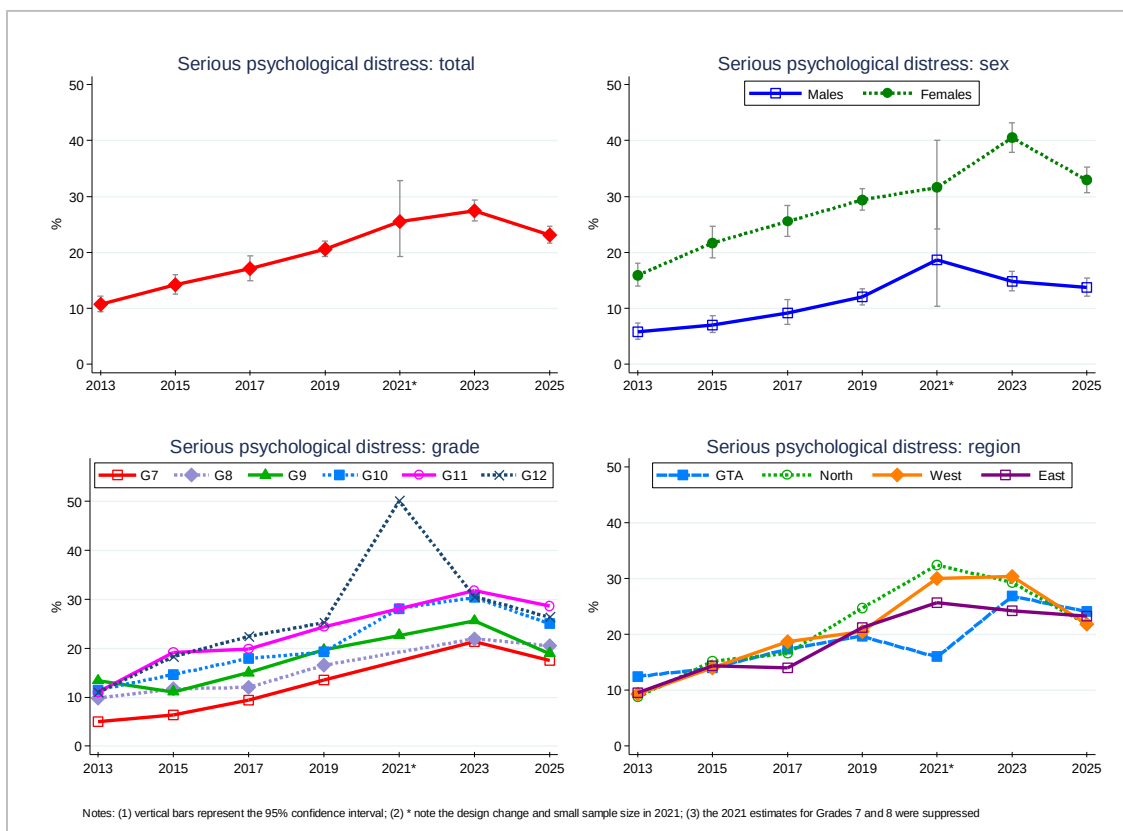


Table 3.3.5 Percentage Reporting Symptoms on the *Kessler Psychological Distress Scale* (K6), 2013–2025 OSDUHS (Grades 7–12)

	2013	2015	2017	2019	2021	2023	2025
(n=)	(5478)	(5403)	(6364)	(7617)	(1118)	(10145)	(11108)
K6 Symptom							
1. Felt nervous	10.5	15.0	20.6	21.9	28.2	31.6	27.9 ^{abc}
2. Felt hopeless	8.0	8.3	11.6	13.1	17.3	18.1	14.7 ^{ac}
3. Felt restless or fidgety	11.6	16.6	19.9	22.1	37.0	34.4	29.9 ^{abc}
4. Felt so depressed (sad) nothing could cheer you up	6.2	8.6	11.5	13.3	14.3	15.3	12.2 ^{ac}
5. Felt that everything was an effort	12.9	17.2	17.7	21.4	28.0	25.5	21.2 ^{ac}
6. Felt worthless	9.2	10.1	12.0	14.6	18.3	18.9	15.5 ^{ac}

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 from 2013 to 2021; (4) note the design change and small sample size in 2021; (5) ^a 2025 vs. 2023 significant difference, $p < .01$; ^b 2025 vs. 2019 significant difference, $p < .01$; ^c 2025 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+ Score on the K6 Scale), 2013–2025 OSDUHS

	2013	2015	2017	2019	2021	2023	2025
	(n=)	(5478)	(5403)	(6364)	(7617)	(1118)	(10145)
	(5478)	(5403)	(6364)	(7617)	(1118)	(10145)	(11108)
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 (49.5-53.3)	45.9 ^{acde} (44.0-47.8)
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 (33.4-38.0)	33.1 ^c (31.0-35.3)
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 (65.5-70.0)	59.3 ^{ac} (56.7-61.7)
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 (36.5-45.5)	38.7 ^{bc} (34.6-42.9)
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 (37.6-45.5)	40.1 ^c (36.7-43.7)
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 (45.2-54.8)	42.5 ^c (38.6-46.5)
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 (49.2-56.4)	46.6 ^{ac} (43.2-50.0)
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 (54.6-62.7)	52.1 ^c (47.5-56.7)
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 (55.6-62.2)	52.2 ^{ac} (48.1-56.2)
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 (50.0-54.8)	48.8 ^{bc} (46.0-51.7)
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 (39.6-55.6)	43.7 ^c (38.3-49.3)
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 (48.3-56.8)	42.2 ^{ac} (38.0-46.5)
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 (44.1-52.6)	45.7 ^c (42.8-48.7)

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 from 2013 to 2021; (5) entries in brackets are 95% confidence intervals; (6) note the design change and small sample size in 2021; (7) ^a 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 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+ Score on the K6 Scale), 2013–2025 OSDUHS

	2013	2015	2017	2019	2021	2023	2025
(n=)	(5478)	(5403)	(6364)	(7617)	(1118)	(10145)	(11108)
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 (25.6-29.3)	23.1 ^{abcde} (21.6-24.7)
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 (13.1-16.6)	13.7 ^c (12.1-15.4)
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 (37.9-43.2)	32.9 ^{ac} (30.7-35.3)
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 (17.2-26.0)	17.5 ^c (15.0-20.4)
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 (18.5-25.8)	20.5 ^c (17.4-24.0)
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 (21.8-29.9)	18.9 ^{ac} (16.4-21.7)
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 (27.2-33.6)	25.0 ^{abc} (22.3-28.0)
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 (27.9-36.0)	28.6 ^c (24.6-33.0)
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 (27.1-34.1)	26.3 ^c (22.3-30.7)
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 (24.8-29.2)	24.1 ^{bc} (22.2-26.1)
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 (23.0-36.5)	21.8 ^c (17.5-26.8)
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 (25.6-35.4)	21.8 ^{ac} (18.3-25.8)
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 (21.0-27.7)	23.3 ^c (20.6-26.2)

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 from 2013 to 2021; (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) ^a 2025 vs. 2023 significant difference, $p<.01$; ^b 2025 vs. 2019 significant difference, $p<.01$; ^c 2025 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

3.3.6 Depressive Symptoms

(Figure 3.3.16)

Starting in 2025, the OSDUHS included the *Patient Health Questionnaire-2* (PHQ-2), a brief screening instrument used to detect symptoms of depression.⁹ The two questions were: “*In the last 2 weeks, how often have you been bothered by the following problems?*” (1) “*Little interest or pleasure in doing things?*” and (2) “*Feeling down, depressed, or hopeless?*”

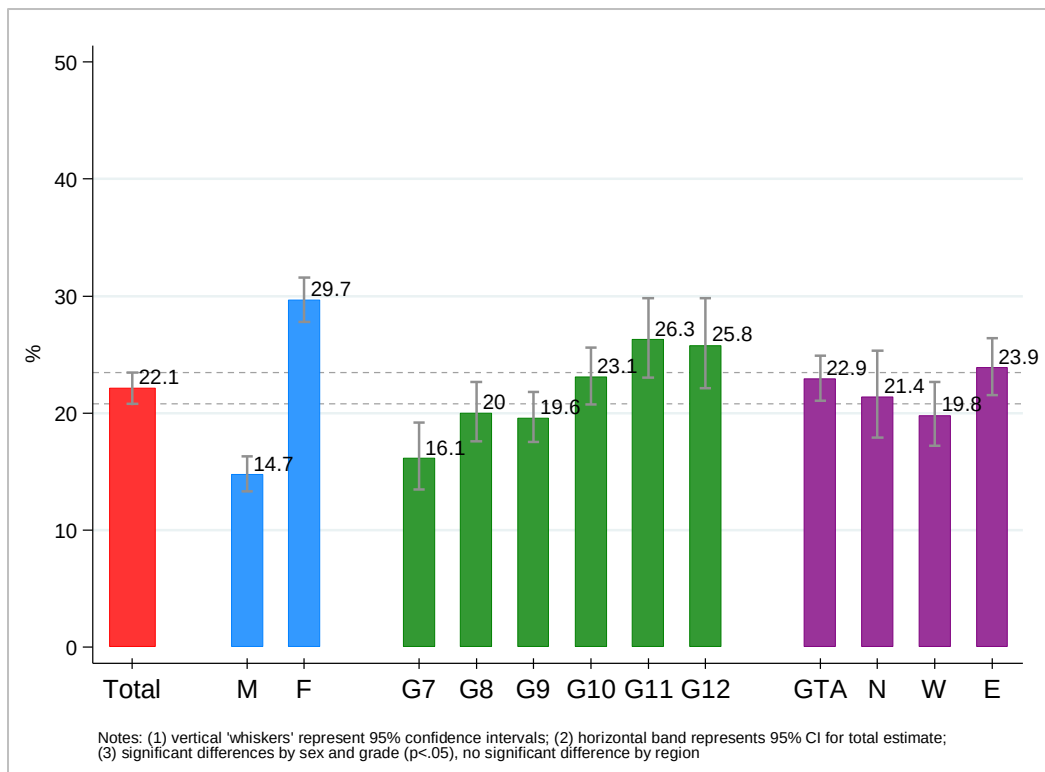
Response options for each item ranged from “*Not at all*” (0) to “*Nearly every day*” (3), with a total score ranging from 0 to 6. A cut-off score of 3 or higher was used to estimate the percentage of students experiencing symptoms consistent with a depressive disorder, warranting further evaluation.

2025 (Grades 7–12):

- About one-in-five (22.1%) report experiencing depressive symptoms during the past two weeks.
- Females (29.7%) are twice as likely as males (14.7%) to report experiencing depressive symptoms.
- Experiencing depressive symptoms significantly increases with grade, from a low of 16.1% among 7th graders to 26% among 11th and 12th graders.
- Despite some variation by region, there are no significant differences.

Figure 3.3.16

Percentage Reporting Depressive Symptoms (3+ Score on the PHQ-2 Scale) by Sex, Grade, and Region, 2025 OSDUHS



⁹ Kroenke, K., Spitzer, R. L., & Williams, J. B. W. (2003). The Patient Health Questionnaire-2: Validity of a two-item depression screener. *Medical Care*, 41(11), 1284–1292. <https://doi.org/10.1097/01.MLR.0000093487.78664.3C>

3.3.7 Anxiety Symptoms

(Figure 3.3.17)

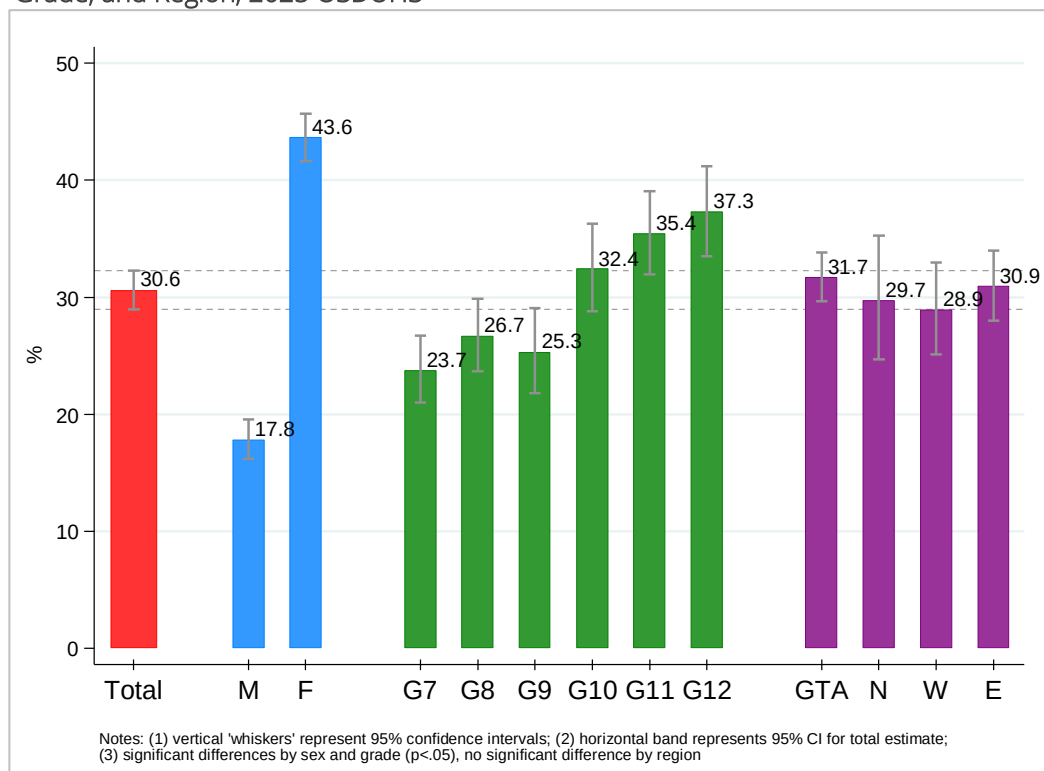
Starting in 2025, the OSDUHS included the *Generalized Anxiety Disorder-2* (GAD-2) scale, a brief screening instrument used to detect symptoms of anxiety.¹⁰ The GAD-2 consists of two items asking: “In the last 2 weeks, how often have you been bothered by the following problems?” (1) “Feeling nervous, anxious, or on edge?” and (2) “Not being able to stop or control worrying?”

Response options for each item ranged from “Not at all” (0) to “Nearly every day” (3), yielding a total score between 0 and 6. A cut-off score of 3 or higher (of 6) was used to estimate the percentage of students experiencing symptoms consistent with an anxiety disorder, warranting further evaluation.

2025 (Grades 7–12):

- Almost one-third (30.6%) of students report experiencing anxiety symptoms during the past two weeks.
- Females (43.6%) are over twice as likely than males (17.8%) to report experiencing anxiety symptoms.
- Experiencing anxiety symptoms significantly increases with grade, from a low of 23.7% among 7th graders to about 35%-37% among 11th and 12th graders.
- There is no significant regional variation.

Figure 3.3.17
Percentage Reporting Anxiety Symptoms (3+ Score on the GAD-2 Scale) by Sex, Grade, and Region, 2025 OSDUHS



¹⁰ Kroenke, K., Spitzer, R. L., Williams, J. B. W., Monahan, P. O., & Löwe, B. (2007). Anxiety disorders in primary care: Prevalence, impairment, comorbidity, and detection. *Annals of Internal Medicine*, 146(5), 317–325.
<https://doi.org/10.7326/0003-4819-146-5-200703060-00004>

3.3.8 Self-Harm

(Figures 3.3.18, 3.3.19; Table 3.3.8)

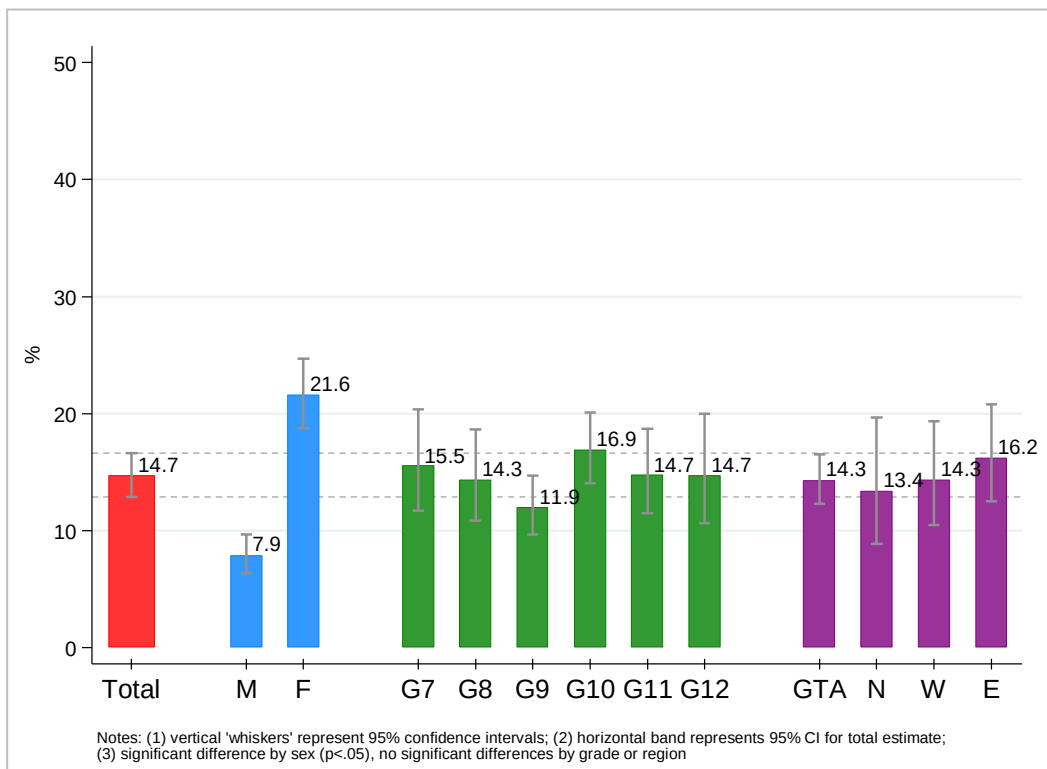
Starting in 2019, the OSDUHS included a question about self-harm. Students were asked *“In the last 12 months, have you done something on purpose to hurt yourself without wanting to die, such as cutting or burning yourself on purpose?”* The response options were Yes or No.

- Despite some variation, there are no significant differences among the grades.
- Despite some variation, there are no significant differences among the regions.

2025 (Grades 7–12):

- About one-in-seven (14.7%) students report harming themselves on purpose in the past year.
- Females (21.6%) are almost three times more likely than males (7.9%) to report harming themselves.

Figure 3.3.18
Percentage Reporting Self-Harm in the Past Year by Sex, Grade, and Region,
2025 OSDUHS



2019–2025 (Grades 7–12):

- Among the total sample, the percentage of students reporting self-harm in the past year significantly decreased between 2023 and 2025 (from 18.7% to 14.7%), returning to a level seen in 2019 (14.9%), the first year of monitoring.
- Among the subgroups, females, 9th graders, and students in the Greater Toronto Area show a significant decrease in 2025, returning to levels seen in 2019.

Figure 3.3.19
Percentage Reporting Self-Harm in the Past Year, 2019-2025 OSDUHS

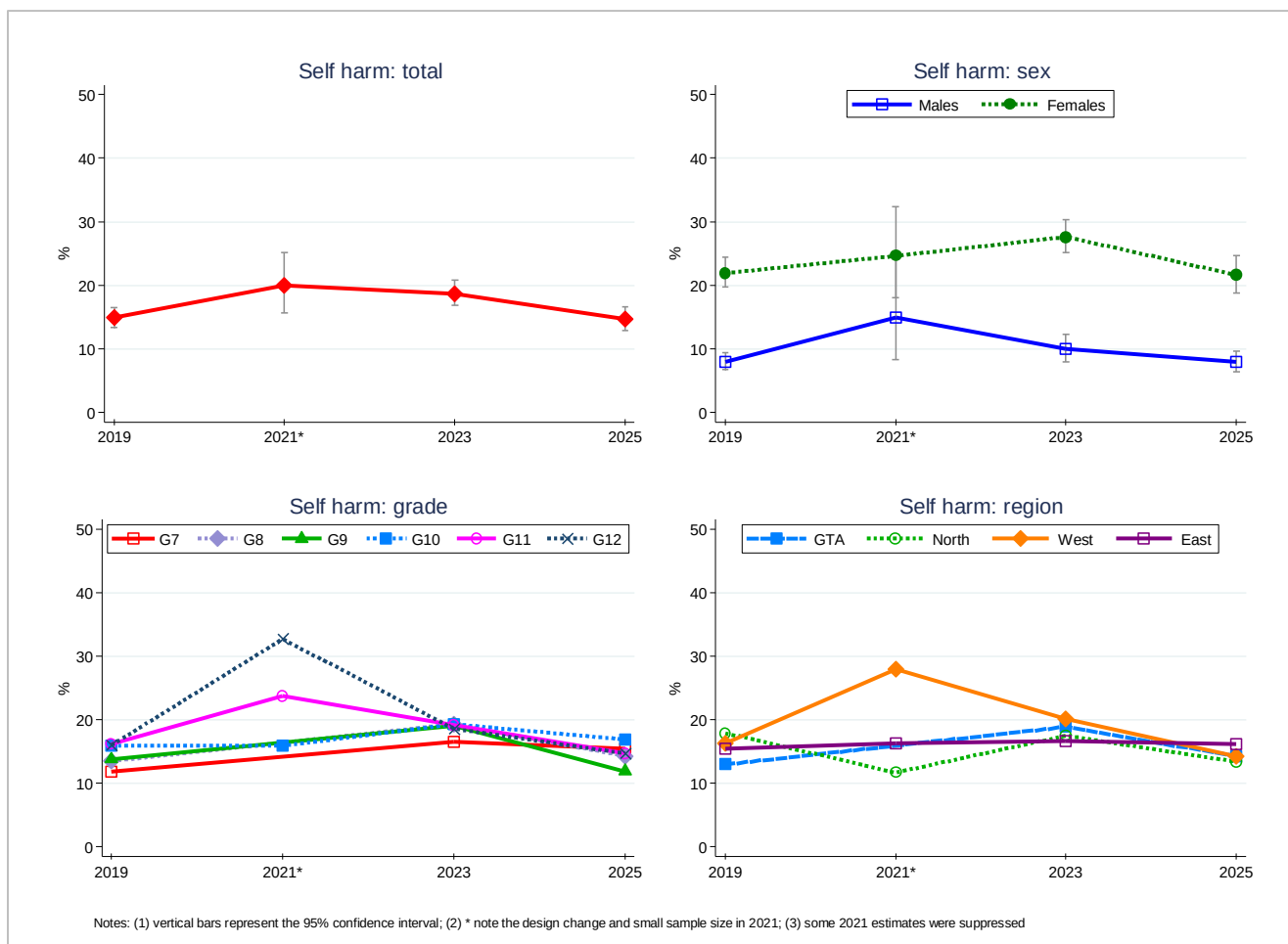


Table 3.3.8 Percentage Reporting Self-Harm in the Past Year, 2019–2025 OSDUHS

	2019	2021	2023	2025
(n=)	(7617)	(1118)	(5091)	(5568)
Total (95% CI)	14.9 (13.4-16.5)	20.0 (15.7-25.1)	18.7 (16.8-20.8)	14.7 ^{ae} (12.9-16.6)
Sex				
Males	7.9 (6.7-9.4)	14.9 (8.3-25.2)	10.0 (8.0-12.3)	7.9 (6.4-9.6)
Females	21.9 (19.7-24.4)	24.6 (18.1-32.4)	27.6 (25.1-30.3)	21.6 ^a (18.8-24.7)
Grade				
7	11.8 (9.4-14.7)	†	16.5 (12.4-21.6)	15.5 (11.7-20.4)
8	13.5 (10.6-16.9)	†	19.3 (14.8-24.8)	14.3 (10.8-18.7)
9	13.8 (11.1-17.2)	†	19.1 (15.3-23.6)	11.9 ^a (9.6-14.7)
10	15.9 (13.2-19.1)	15.9 (8.3-28.1)	19.3 (15.8-23.3)	16.9 (14.1-20.1)
11	16.2 (13.3-19.5)	23.8 (13.2-39.1)	19.2 (14.8-24.5)	14.7 (11.5-18.7)
12	16.0 (12.7-19.9)	32.7 (17.1-53.4)	18.6 (15.4-22.3)	14.7 (10.6-20.0)
Region				
Greater Toronto Area	13.0 (11.5-14.7)	†	18.9 (16.4-21.7)	14.3 ^a (12.3-16.5)
North	17.9 (13.8-22.9)	11.7 (8.5-15.9)	17.5 (14.0-21.6)	13.4 (8.9-19.7)
West	16.3 (12.3-21.4)	28.0 (20.5-37.0)	20.1 (15.8-25.2)	14.3 (10.5-19.4)
East	15.4 (12.8-18.4)	16.3 (11.7-22.1)	16.7 (13.1-21.0)	16.2 (12.5-20.8)

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) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) ^a 2025 vs. 2023 significant difference, p<.01; no significant differences 2025 vs. 2019; ^{*} significant nonlinear 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

3.3.9 Suicidal Ideation and Suicide Attempt

(Figures 3.3.20–3.3.22; 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*.

2025 (Grades 7–12):

- About one-in-six (15.7%) students report that they had seriously contemplated suicide in the past year. An estimated 3.9% of students report attempting suicide in the past year.
- Females are twice as likely as males to report suicidal ideation (21.0% vs. 10.6%, respectively), as well as a suicide attempt (5.8% vs. 1.9%, respectively).
- Despite some variation, there are no significant grade differences in reports of suicidal ideation or a suicide attempt.
- There are no significant regional differences in suicidal ideation or suicide attempt.

Figure 3.3.20
Percentage Reporting Suicidal Ideation in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

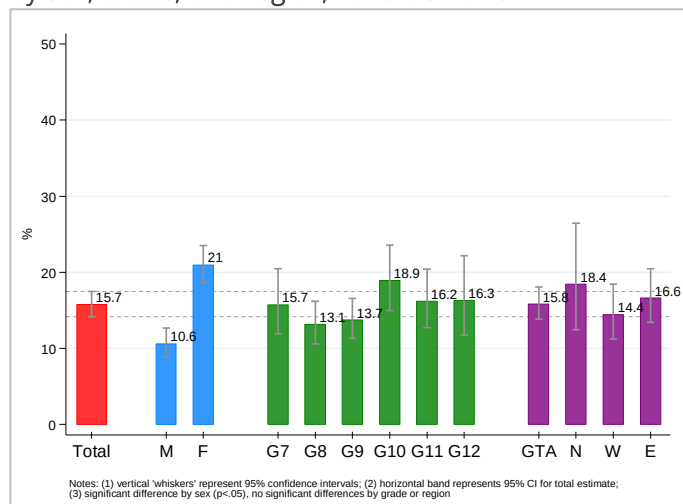
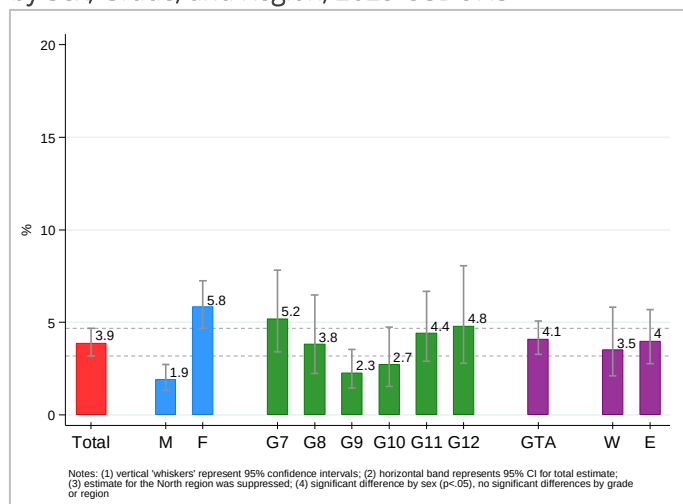


Figure 3.3.21
Percentage Reporting a Suicide Attempt in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



2001–2025 (Grades 7–12):

- The percentage of students who report contemplating suicide in the past year has remained stable in the past few years. However, the current estimate is significantly higher than the estimates seen in the 2000s and early 2010s.
- Among the subgroups, females and 7th graders 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 3.3.22
Percentage Reporting Suicidal Ideation in the Past Year, 2001–2025 OSDUHS

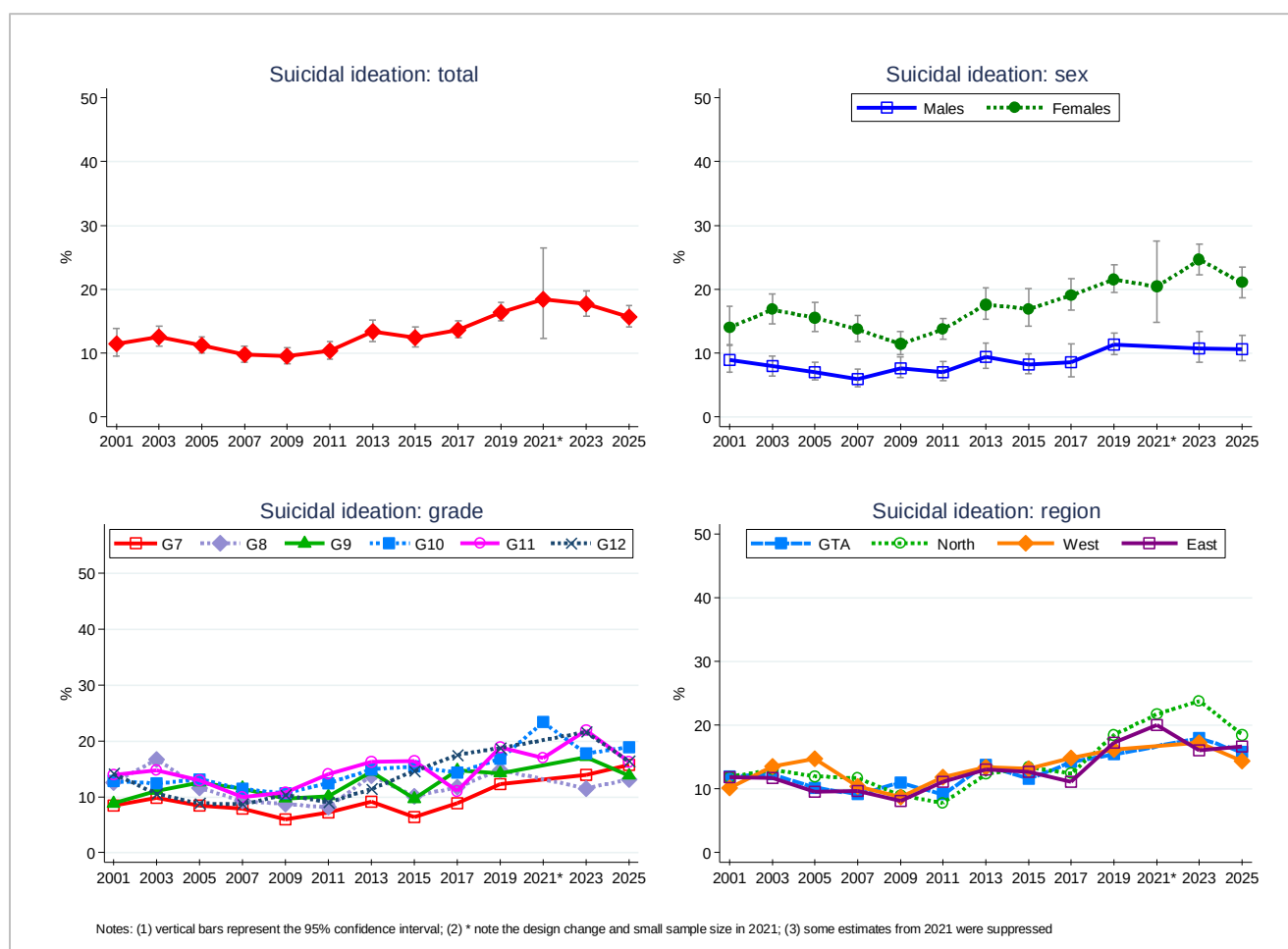


Table 3.3.9 Percentage Reporting Suicidal Ideation in the Past Year, 2001–2025 OSDUHS

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n=)	(2061)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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)	15.7 ^{cde} (14.1-17.5)
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)	10.6 (8.8-12.7)
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)	21.0 ^c (18.6-23.5)
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)	15.7 ^c (11.9-20.5)
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)	13.1 (10.6-16.2)
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)	13.7 (11.3-16.6)
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)	18.9 (15.0-23.6)
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)	16.2 (12.7-20.4)
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 (17.3-26.6)	16.3 (11.7-22.2)
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)	15.8 (13.8-18.0)
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)	18.4 (12.5-26.4)
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)	14.4 (11.2-18.4)
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)	16.6 (13.4-20.4)

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) 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 2025 vs. 2023 or vs. 2019; ^c 2025 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, 2007–2025 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n=)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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)	3.9 (3.2-4.7)
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)	1.9 (1.3-2.7)
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)	5.8 (4.7-7.2)
Grade										
7	2.7 (1.4-5.1)	†	†	†	†	†	4.4 (3.1-6.2)	†	†	5.2 (3.4-7.8)
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)	3.8 (2.2-6.5)
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)	2.3 (1.4-3.5)
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)	2.7 (1.5-4.7)
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)	4.4 (2.9-6.7)
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)	4.8 (2.8-8.1)
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)	4.1 (3.3-5.1)
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)	3.5 (2.1-5.8)
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)	4.0 (2.8-5.7)

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

3.3.10 Climate Change Anxiety

(Figures 3.3.23-3.3.25; Table 3.3.11)

Starting in 2021, the OSDUHS included a question about climate anxiety. The question asked: *“How worried or anxious are you about climate change?”* Here we describe the percentage of students who are “very worried/anxious” or “extremely worried/anxious” about climate change. Starting in 2025, students were asked: *“How much do you agree or disagree with the following statement: The government and people in power are doing enough to protect my generation (youth in my age group) from the risks of climate change.”*

2025 (Grades 7–12):

- About one-in-ten (10.1%) students are worried about climate change. Females (13.5%) are significantly more likely than males (6.8%) to be worried about climate change. There are no significant differences by grade or region.
- Most students (61%) somewhat or strongly disagree with the statement that the government and people in power are doing enough about climate change.

2021–2025 (Grades 7–12):

- The percentage of students who are very or extremely worried about climate change significantly decreased between 2023 and 2025 (from 17.5% to 10.1%). The current estimate is also significantly lower than in 2021 (23.6%), the first year of monitoring.
- Most subgroups show a significant decrease in climate change anxiety over time.

Figure 3.3.23

Percentage Reporting How Worried/Anxious They Are About Climate Change, 2025 OSDUHS (Grades 7–12)

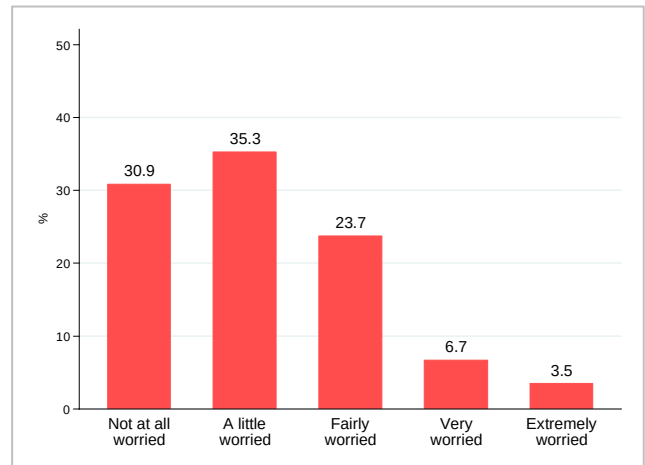


Figure 3.3.24

Percentage Reporting Being Very or Extremely Worried/Anxious About Climate Change by Sex, Grade, and Region, 2025 OSDUHS

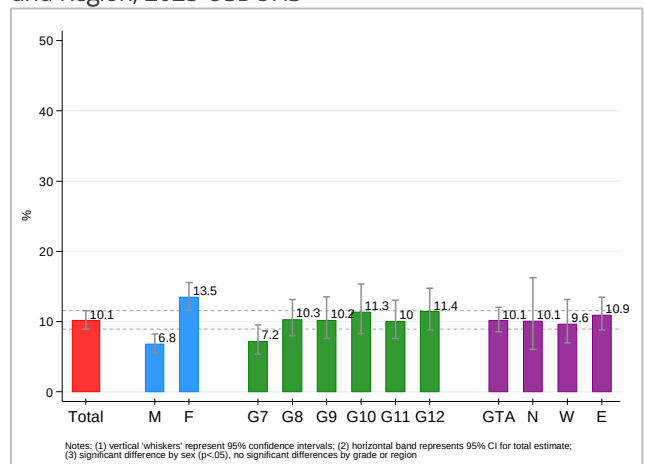


Figure 3.3.25

Percentage Reporting Agreement/Disagreement: “The government and people in power are doing enough to protect my generation from the risks of climate change,” 2025 OSDUHS (Grades 7–12)

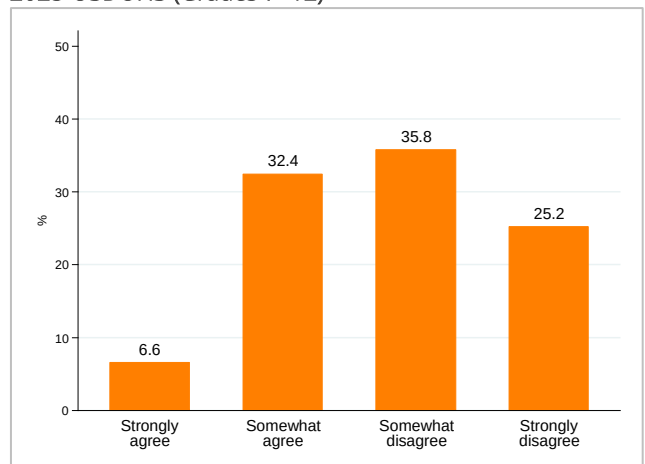


Table 3.3.11 Percentage Reporting Being Very or Extremely Worried/Anxious About Climate Change, 2021–2025 OSDUHS

	2021	2023	2025
(n=)	(1118)	(5091)	(5568)
Total (95% CI)	23.6 (18.2-30.1)	17.5 (15.6-19.6)	10.1 ^{ab} (8.9-11.5)
Sex			
Males	18.8 (11.6-28.9)	13.2 (10.7-16.3)	6.8 ^{ab} (5.6-8.2)
Females	28.0 (21.5-35.6)	21.7 (19.4-24.2)	13.5 ^{ab} (11.6-15.5)
Grade			
7	22.5 (11.4-39.6)	14.1 (10.5-18.6)	7.2 ^b (5.3-9.5)
8	11.2 (5.9-20.1)	12.6 (9.1-17.2)	10.3 (8.0-13.2)
9	29.1 (20.6-39.4)	16.6 (12.4-21.9)	10.2 ^{ab} (7.6-13.5)
10	13.9 (8.2-22.5)	20.6 (16.2-25.8)	11.3 ^a (8.3-15.3)
11	32.9 (19.1-50.6)	20.2 (16.1-25.2)	10.0 ^{ab} (7.6-13.0)
12	29.9 (15.4-49.9)	19.3 (16.2-23.0)	11.4 ^{ab} (8.8-14.7)
Region			
Greater Toronto Area	20.8 (12.0-33.5)	18.1 (15.7-20.7)	10.1 ^{ab} (8.5-12.0)
North	22.9 (14.8-33.5)	12.8 (8.4-19.1)	10.1 ^b (6.1-16.2)
West	27.2 (17.6-39.5)	16.8 (13.2-21.3)	9.6 ^{ab} (6.9-13.1)
East	20.3 (14.2-28.2)	18.2 (13.5-24.0)	10.9 ^{ab} (8.8-13.4)

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) ^a 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2021 significant difference, p<.01.
Q: "How worried/anxious are you about climate change?"
Source: OSDUHS, Centre for Addiction and Mental Health

3.3.11 Ability to Cope with Unexpected Problems

(Figures 3.3.26-3.3.28, Table 3.3.12)

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.*

2025 (Grades 7–12):

- Over one-third (37.7%) of students rate their ability to cope with unexpected and difficult problems as excellent or very good. Just over one-quarter (26.7%) rate their ability as fair or poor.
- Females (33.7%) are significantly more likely than males (19.7%) 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.

Figure 3.3.26
Percentage Reporting Ability to Cope with Unexpected and Difficult Problems, 2025 OSDUHS (Grades 7-12)

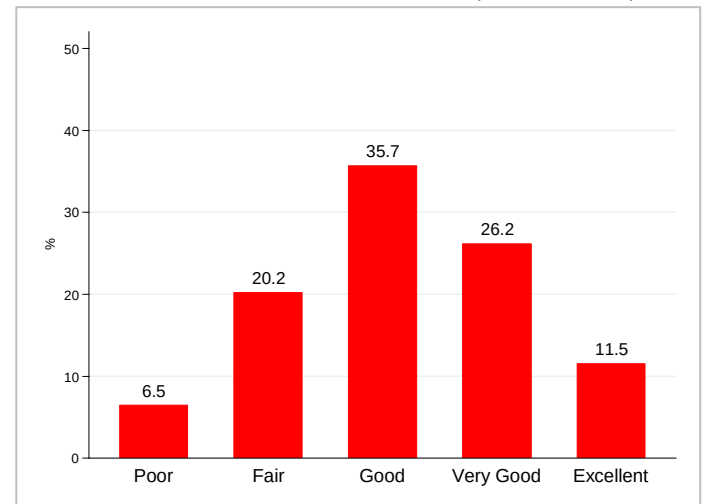
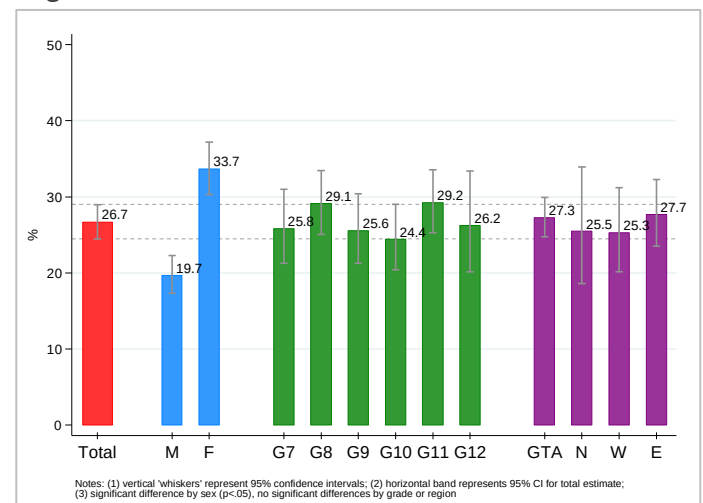


Figure 3.3.27
Percentage Reporting Fair or Poor Ability to Cope With Unexpected and Difficult Problems by Sex, Grade, and Region, 2025 OSDUHS



2019–2025 (Grades 7–12):

- Among the total sample, the percentage reporting their ability to cope with problems is fair or poor remained stable between 2023 (30.8%) and 2025 (26.7%). However, the current estimate remains significantly higher than the estimate from 2019 (22.6%), the first year of monitoring.

- Among the subgroups, students in the Greater Toronto Area show a significant decrease between 2023 and 2025. Eighth graders and students in the East region remain elevated compared with their respective estimates from 2019.

Figure 3.3.28

Percentage Reporting Fair or Poor Ability to Cope With Unexpected and Difficult Problems, 2019–2025 OSDUHS

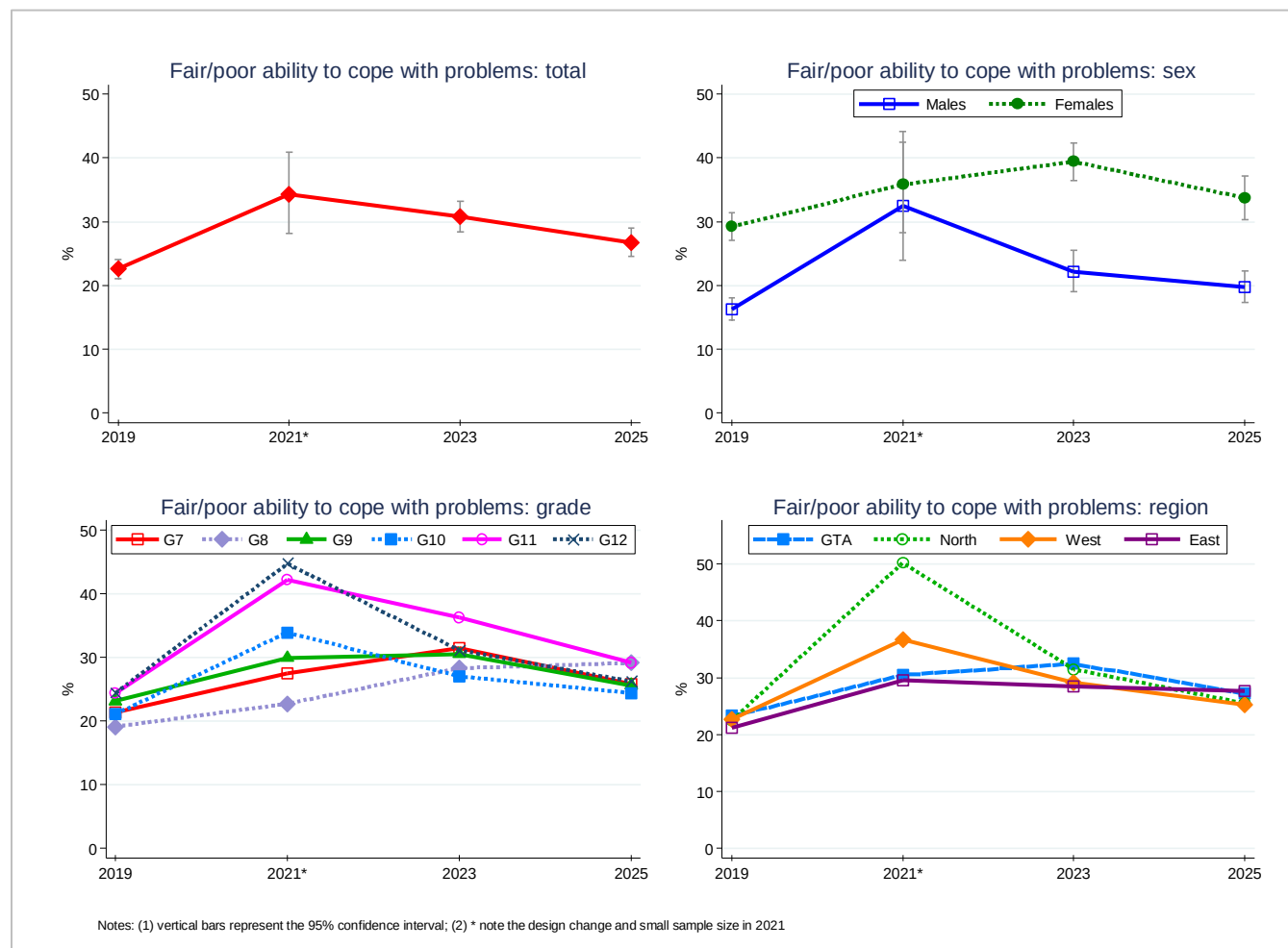


Table 3.3.12 Percentage Reporting Fair or Poor Ability to Cope with Unexpected and Difficult Problems, 2019–2025 OSDUHS

	2019	2021	2023	2025
(n=)	(7617)	(1118)	(5091)	(5568)
Total (95% CI)	22.6 (21.1-24.1)	34.3 (28.2-40.9)	30.8 (28.4-33.2)	26.7 ^{be} (24.5-29.0)
Sex				
Males	16.2 (14.6-18.0)	32.5 (23.9-42.5)	22.1 (19.0-25.5)	19.7 (17.3-22.3)
Females	29.2 (27.0-31.4)	35.8 (28.3-44.1)	39.4 (36.5-42.3)	33.7 (30.3-37.2)
Grade				
7	21.3 (18.2-24.8)	27.5 (14.1-46.9)	31.4 (24.7-38.9)	25.8 (21.2-31.0)
8	19.1 (15.8-22.9)	22.7 (13.4-35.9)	28.3 (23.4-33.6)	29.1 ^b (25.1-33.5)
9	23.1 (20.6-25.8)	29.9 (17.6-45.9)	30.5 (25.5-36.0)	25.6 (21.3-30.4)
10	21.1 (18.1-24.5)	33.9 (21.5-49.0)	27.0 (23.1-31.4)	24.4 (20.4-29.0)
11	24.4 (21.2-27.8)	42.1 (25.2-61.0)	36.2 (30.9-41.9)	29.2 (25.3-33.6)
12	24.4 (21.7-27.5)	44.7 (24.7-66.5)	31.1 (26.5-36.2)	26.2 (20.1-33.4)
Region				
Greater Toronto Area	23.3 (21.0-25.8)	30.5 (19.0-45.0)	32.5 (29.6-35.6)	27.2 ^a (24.7-29.9)
North	22.5 (17.6-28.3)	50.2 (30.5-69.8)	31.5 (25.4-38.3)	25.5 (18.6-33.9)
West	22.7 (19.5-26.2)	36.7 (27.1-47.4)	29.2 (23.9-35.2)	25.3 (20.2-31.2)
East	21.2 (18.7-23.9)	29.6 (22.1-38.4)	28.5 (23.2-34.4)	27.7 ^b (23.5-32.3)

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) ^a 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2019 significant difference, p<.01; ^c 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

3.3.12 Prescribed Medication to Treat Anxiety or Depression

(Figures 3.3.29, 3.3.30; Table 3.3.13)

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*.

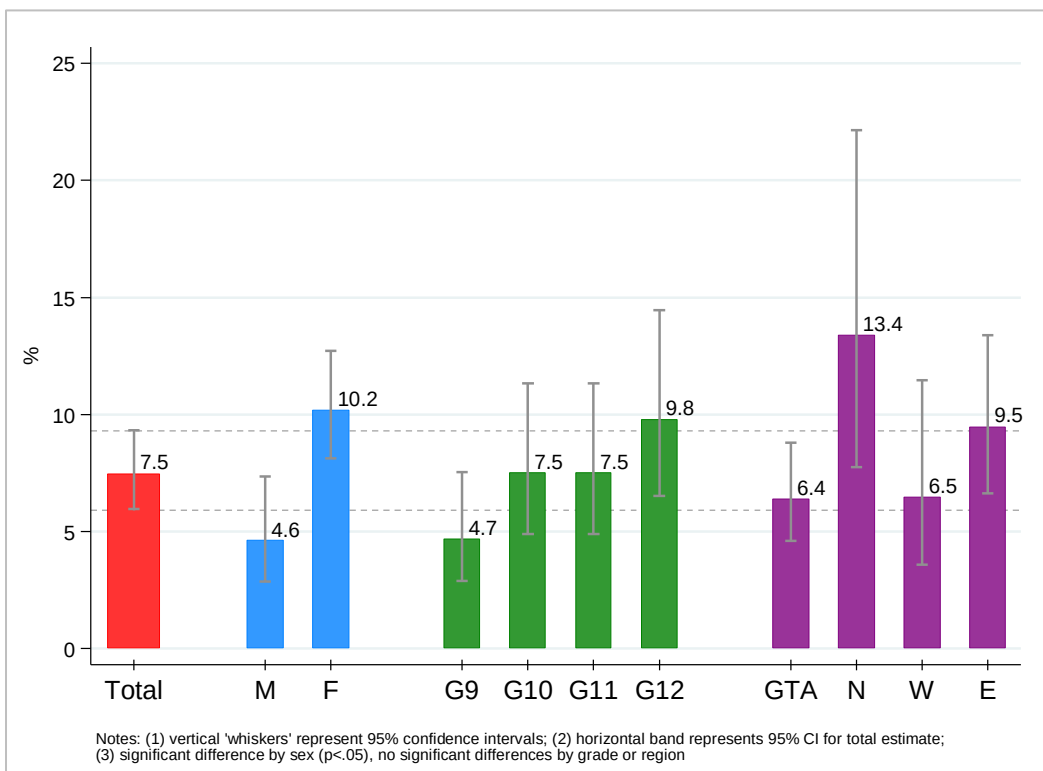
2025 (Grades 9–12):

- About 2.4% 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 3.7% report that they were prescribed medication for *both* anxiety and depression.

- Combining the response options, about one-in twelve (7.5%) secondary school students report that they were prescribed medication to treat anxiety, depression, or both conditions in the past year.
- Females (10.2%) are twice as likely as males (4.6%) to report being prescribed medication to treat anxiety and/or depression 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 3.3.29

Percentage Reporting Being Prescribed Medication to Treat Anxiety, Depression or Both in the Past Year by Sex, Grade, and Region, 2025 OSDUHS (Grades 9–12 only)



2001–2025 (Grades 9–12):

- The percentage of secondary students who report being prescribed medication to treat anxiety, depression, or both did not significantly change between 2023 (9.7%) and 2025 (7.5%), and has been relatively stable over the past decade. However, the current estimate is significantly higher than estimates seen in the 2000s.

- Among the subgroups, females and students in the North region show a significant increase since 2001, when monitoring first began.

Figure 3.3.30

Percentage Reporting Being Prescribed Medication to Treat Anxiety, Depression or Both in the Past Year, 2001–2025 OSDUHS (Grades 9–12 only)

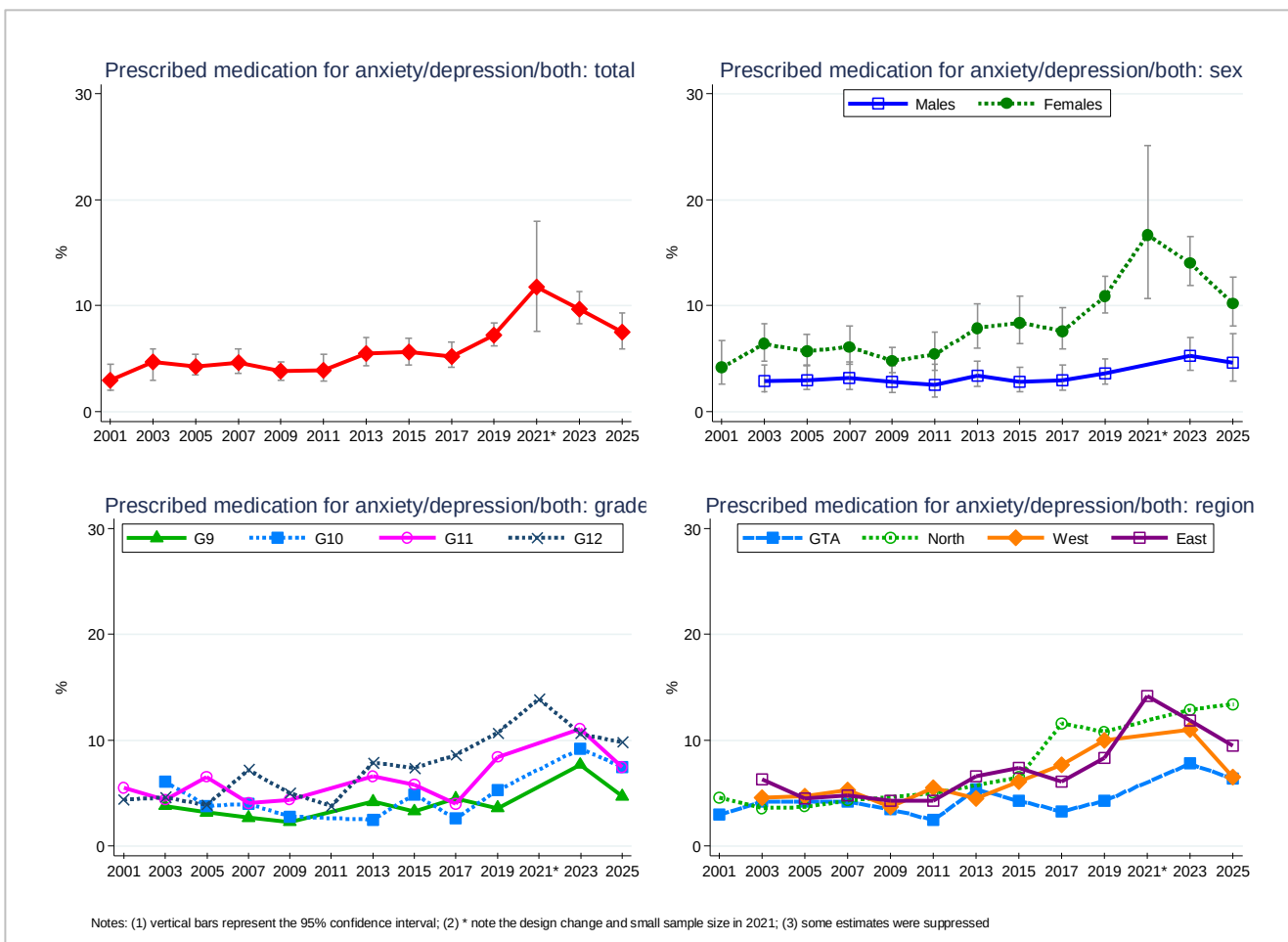


Table 3.3.13 Percentage Reporting Being Prescribed Medication to Treat, Anxiety, Depression, or Both in the Past Year, 2001–2025 OSDUHS (Grades 9–12 only)

	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(1278)	(2455)	(3069)	(2587)	(3055)	(3358)	(3264)	(3426)	(4298)	(5273)	(739)	(3603)	(3353)
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 (8.3-11.3)	7.5 ^{cde} (5.9-9.3)	
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 (3.9-7.0)	4.6 (2.9-7.4)	
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 (11.9-16.5)	10.2 ^c (8.1-12.7)	
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 (5.0-11.6)	4.7 (2.9-7.5)	
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 (6.6-12.7)	7.5 (4.9-11.3)	
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 (8.5-14.3)	7.5 (4.9-11.3)	
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 (8.2-13.7)	9.8 (6.5-14.5)	
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 (6.2-9.8)	6.4 (4.6-8.8)	
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 (9.6-17.1)	13.4 ^c (7.7-11.2)	
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 (7.3-16.2)	6.5 (3.6-11.5)	
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 (9.4-15.0)	9.5 (6.6-13.4)	

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) 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 2025 vs. 2019; ^c 2025 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 Knowledge of School-Based Mental Health Support

(Figure 3.3.31; Table 3.3.14)

Starting in 2023, the OSDUHS asked students if they knew how to access mental health support at or through school. The question was “Do you know how to access mental health support (such as counselling) through your school, if you needed it?” Response options were Yes, No, or Not sure.

2025 (Grades 7–12):

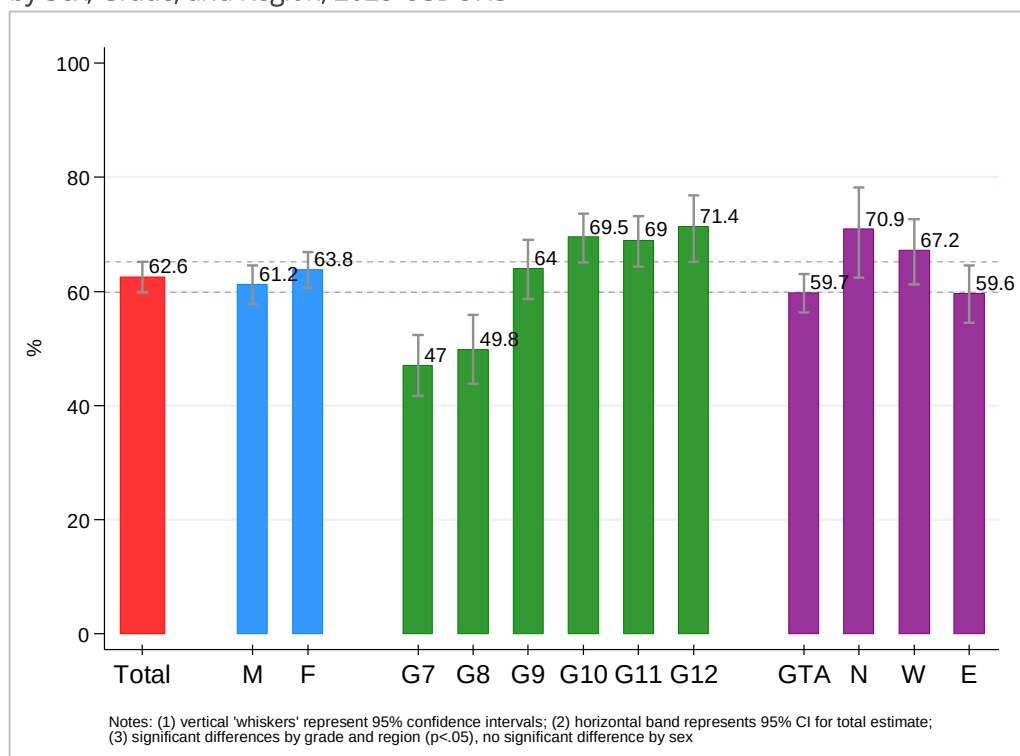
- About two-thirds (62.6%) of students report that they know how to access school-based mental health support. About 16.2% report that they do not know how to access mental health support, and about one-in-five (21.2%) are “not sure.”
- Males (61.2%) and females (63.8%) are equally likely to report knowing how to access school mental health support.

- Older students are more likely than 7th and 8th graders to know how to access school support.
- Among the regions, students in the Greater Toronto Area and the East region are less likely to know how to access school support compared with students from the other two regions.

2025 vs. 2023 (Grades 7–12):

- The percentage of students who report that they know how to access school-based mental health support significantly increased between 2023 and 2025, from 56.8% to 62.6%.
- Among the subgroups, females, 10th graders, and 12th graders show significant increases since 2023.

Figure 3.3.31
Percentage Reporting Knowing How to Access School-Based Mental Health Support by Sex, Grade, and Region, 2025 OSDUHS



3.3.14 Use of School-Based Mental Health Support

(Figure 3.3.32; Table 3.3.15)

Starting in 2023, the OSDUHS asked students if they used mental health support at or through their school. The question was *“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?”* Response options were Yes or No.

2025 (Grades 7–12):

- About one-in-seven (13.7%) students report using school-based mental health support services during the school year.

- Females (15.9%) are significantly more likely than males (11.5%) to report using school-based mental health services during the school year.
- There is significant variation by grade, with students in grades 11 and 12 most likely to report using school-based services.
- There is no significant regional variation.

2025 vs. 2023 (Grades 7–12):

- The percentage of students who report that they used school-based mental health support services during the school year remained stable between 2023 and 2025 (at about 14%).
- No subgroup shows a significant change since 2023.

Figure 3.3.32

Percentage Reporting Using School-Based Mental Health Support Services During the School Year by Sex, Grade, and Region, 2025 OSDUHS

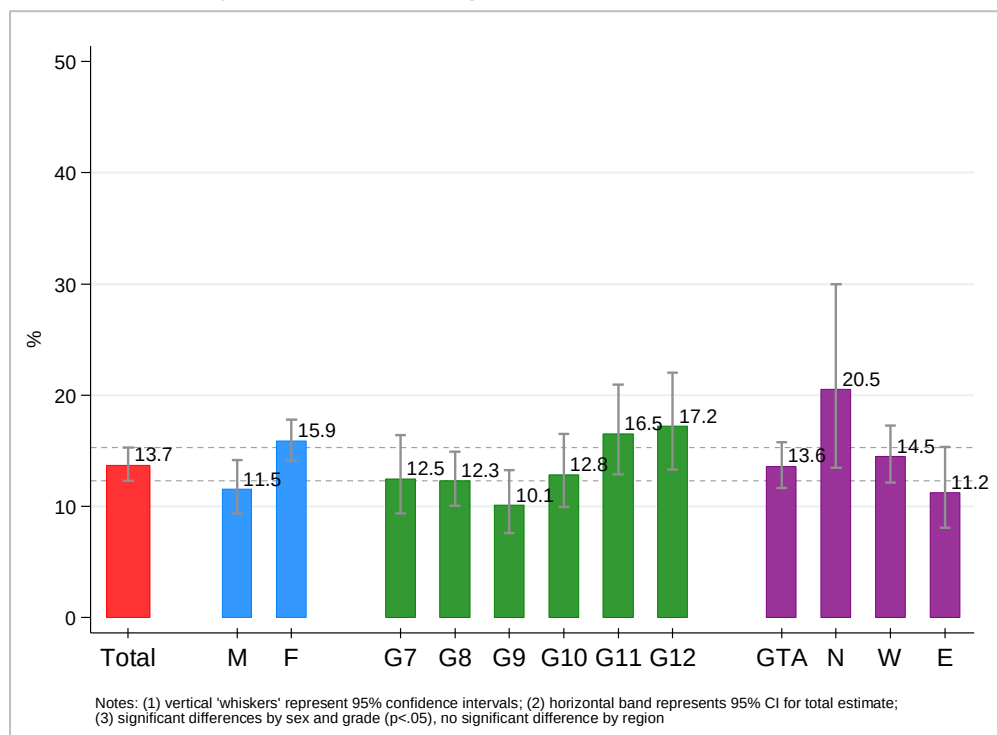


Table 3.3.14 Percentage Reporting Knowing How to Access School-Based Mental Health Support, 2023–2025 OSDUHS

	2023 (n=5091)	2025 (n=5568)
Total (95% CI)	56.8 (54.4-59.2)	62.6 ^a (59.9-65.2)
Sex		
Males	56.1 (52.2-59.9)	61.2 (57.8-64.5)
Females	57.5 (54.5-60.4)	63.8 ^a (60.6-66.9)
Grade		
7	46.1 (40.0-52.2)	47.0 (41.7-52.4)
8	50.4 (44.8-56.0)	49.8 (43.8-55.9)
9	60.3 (55.2-65.1)	64.0 (58.6-69.0)
10	59.1 (54.4-63.7)	69.5 ^a (65.1-73.7)
11	62.1 (56.5-67.4)	69.0 (64.4-73.2)
12	59.1 (54.6-63.5)	71.4 ^a (65.2-76.9)
Region		
Greater Toronto Area	57.1 (54.2-60.0)	59.7 (56.3-63.1)
North	59.8 (50.8-68.2)	70.9 (62.4-78.2)
West	60.0 (54.6-65.2)	67.2 (61.2-72.7)
East	51.0 (45.3-56.8)	59.6 (54.6-64.6)

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) ^a 2025 vs. 2023 significant difference, p<.01.

Q: "Do you know how to access mental health support (such as counselling) through your school, if you needed it?"

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.3.15 Percentage Reporting Using School-Based Mental Health Support Services During the School Year, 2023–2025 OSDUHS

	2023 (n=5091)	2025 (n=5568)
Total (95% CI)	14.3 (12.7-16.0)	13.7 (12.3-15.3)
Sex		
Males	10.0 (8.1-12.2)	11.5 (9.3-14.2)
Females	18.6 (16.6-21.0)	15.9 (14.1-17.8)
Grade		
7	10.7 (7.5-15.1)	12.5 (9.4-16.4)
8	12.4 (8.8-17.0)	12.3 (10.1-14.9)
9	10.2 (7.5-13.7)	10.1 (7.6-13.2)
10	15.9 (12.8-19.4)	12.8 (9.9-16.5)
11	18.2 (14.5-22.6)	16.5 (12.9-20.9)
12	17.1 (13.8-21.0)	17.2 (13.3-22.0)
Region		
Greater Toronto Area	13.8 (11.9-15.9)	13.6 (11.7-15.8)
North	18.0 (11.8-26.4)	20.5 (13.4-30.0)
West	13.9 (10.5-18.2)	14.5 (12.1-17.2)
East	15.2 (11.7-19.4)	11.2 (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) no significant differences, 2025 vs. 2023.

Q: “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?”

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.15 Any Mental Health Care Visit

(Figure 3.3.33; Table 3.3.16)

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.

2025 (Grades 7–12):

- Over one-third (37.2%) of students report seeing someone about a mental health issue in the past year (32% report seeing a professional outside of school).

- Females (42.1%) are significantly more likely than males (32.1%) to report seeing someone for a mental health issue in the past year.
- There are no significant differences among the grades.
- There are no significant differences among the regions.

2025 vs. 2023 (Grades 7–12):

- The percentage of students who report seeing someone about a mental health issue in the past year remained stable between 2023 and 2025 (about 36%-37%).
- No subgroup shows a significant change since 2023.

Figure 3.3.33

Percentage Reporting Any Mental Health Care Visit (Through School or Outside of School) in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

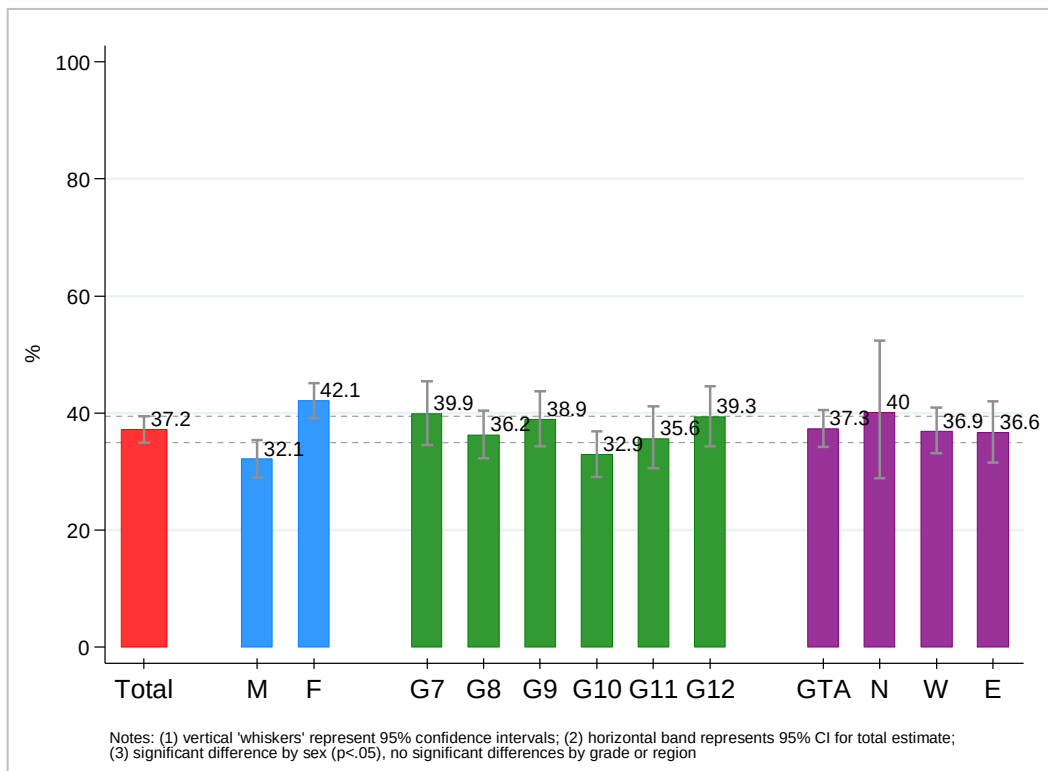


Table 3.3.16 Percentage Reporting Any Mental Health Care Visit (Through School or Outside of School) in the Past Year, 2023–2025 OSDUHS

	2023 (n=5091)	2025 (n=5568)
Total (95% CI)	35.6 (33.3-38.0)	37.2 (35.0-39.4)
Sex		
Males	28.5 (25.6-31.7)	32.1 (29.0-35.4)
Females	42.6 (39.8-45.6)	42.1 (39.1-45.2)
Grade		
7	31.2 (26.2-36.6)	39.9 (34.5-45.4)
8	33.4 (28.1-39.0)	36.2 (32.3-40.4)
9	32.2 (27.1-37.7)	38.9 (34.3-43.7)
10	38.9 (34.2-43.8)	32.9 (29.1-36.9)
11	40.5 (35.5-45.8)	35.6 (30.5-41.1)
12	36.4 (32.2-40.7)	39.3 (34.2-44.6)
Region		
Greater Toronto Area	34.7 (31.7-37.8)	37.3 (34.2-40.4)
North	42.5 (36.1-49.3)	40.0 (28.8-52.4)
West	36.0 (30.8-41.5)	36.9 (33.1-40.9)
East	35.7 (31.1-40.6)	36.6 (31.6-42.0)

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) no significant differences, 2025 vs. 2023.

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.16 Sought Counselling Over the Phone or Web

(Figure 3.3.34; Table 3.3.17)

Starting in 2011, the OSDUHS asked students whether they used a phone helpline or a website in the past year to seek counselling. The question was *“In the last 12 months, have you phoned a telephone crisis helpline (such as 9-8-8) 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.*

2025 (Grades 7–12):

- An estimated 3.9% of students report using a phone helpline in the past year. An estimated 1.8% report seeking help through a website. Overall, about 5.2% report using a helpline, a website, or both to seek counselling.

- Females (7.1%) are more likely than males (3.2%) to seek counselling either over the phone, on a website, or both.
- There are no significant differences among the grades in seeking counselling over the phone, on a website, or both.
- There are no significant regional differences.

2011–2025 (Grades 7–12):

- The percentage of students who report using a helpline, a website, or both remained stable between 2023 (5.5%) and 2025 (5.2%). However, the current estimate is slightly, but significantly higher than a decade ago (2011–2015), when the estimates were about 2%–3%.
- Among the subgroups, the increase since 2011 is evident for females, 12th graders, and students in the Greater Toronto Area.

Figure 3.3.34
Percentage Reporting They Sought Counselling Over the Phone, Through a Website, or Both Ways in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

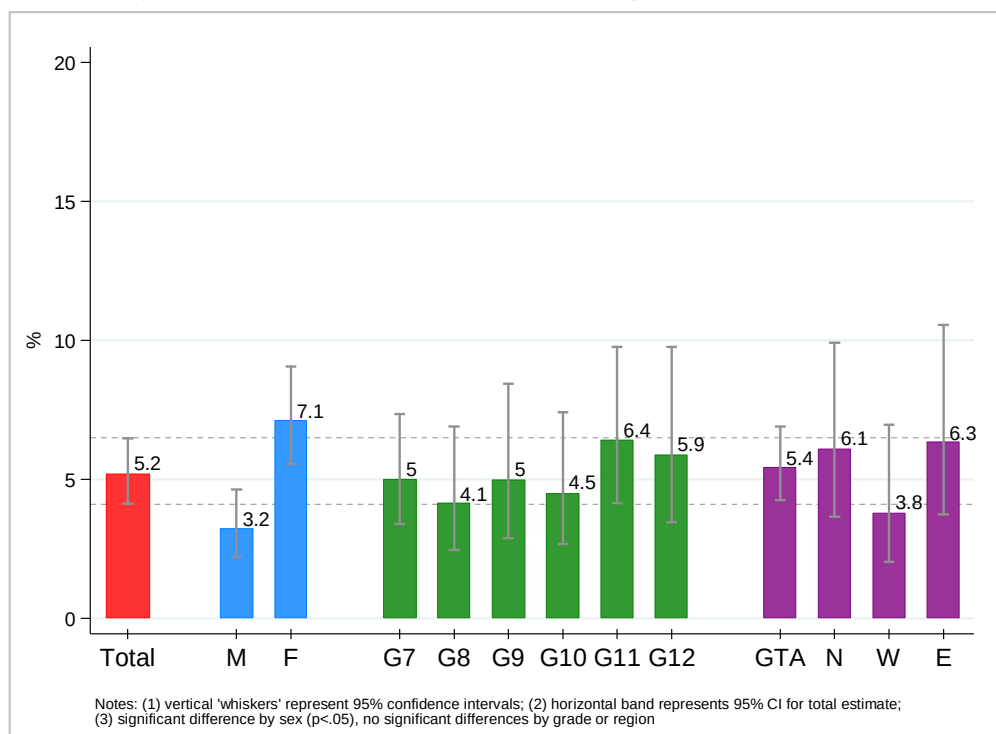


Table 3.3.17 Percentage Reporting They Sought Counselling Over the Phone, On a Website, or Both Ways in the Past Year, 2011–2025 OSDUHS

	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (4.6-6.7)	5.2 ^{cd} (4.1-6.5)	
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)	3.2 (2.2-4.6)	
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 (6.4-9.8)	7.1 ^c (5.6-9.1)	
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)	†	†	5.0 (3.4-7.3)	
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 (3.3-8.4)	4.1 (2.4-6.9)	
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)	5.0 (2.9-8.4)	
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 (4.9-9.4)	4.5 (2.7-7.4)	
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 (4.7-10.8)	6.4 (4.2-9.8)	
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 (3.7-8.0)	5.9 ^c (3.5-9.8)	
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 (4.8-7.3)	5.4 ^c (4.2-6.9)	
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)	†	6.1 (3.7-9.9)	
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 (4.4-10.2)	3.8 (2.0-7.0)	
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)	6.3 (3.7-10.6)	

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) no significant differences 2025 vs. 2023, or vs. 2019; ^c 2025 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 (such as 9-8-8) or gone on a website (such as 'KidsHelpPhone.ca') because you needed to talk to a counsellor about a problem?" (Note that "9-8-8" was added in 2025.)

Source: OSDUHS, Centre for Addiction and Mental Health

3.3.17 Barriers to Seeking Mental Health Support

(Figures 3.3.35, 3.3.36; Table 3.3.18)

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*
- *I was worried that my parents would find out*
- *My parent(s) did not agree*
- *I was worried that my information wouldn’t be kept private*
- *Other reason not listed above.*

2025 (Grades 7–12):

- Over one-quarter (28.5%) of students report that they felt they needed professional mental health support during the past year, but did not seek it.
- Females (37.7%) are significantly more likely than males (19.1%) to report that they needed mental health support, but did not seek it.
- Older students are more likely than younger students 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 worried about their parents finding out, and feeling that professional help wouldn’t be helpful.

2023–2025 (Grades 7–12):

- The percentage of students who report that they needed mental health support from a professional during the past year, but did not seek it significantly decreased between 2023 and 2025 (from 33.0% to 28.5%).
- Among the subgroups, the decrease between 2023 and 2025 is evident only for females

Figure 3.3.35

Percentage Reporting Needing Mental Health Support from a Professional, but Not Seeking Help (Past Year) by Sex, Grade, and Region, 2025 OSDUHS

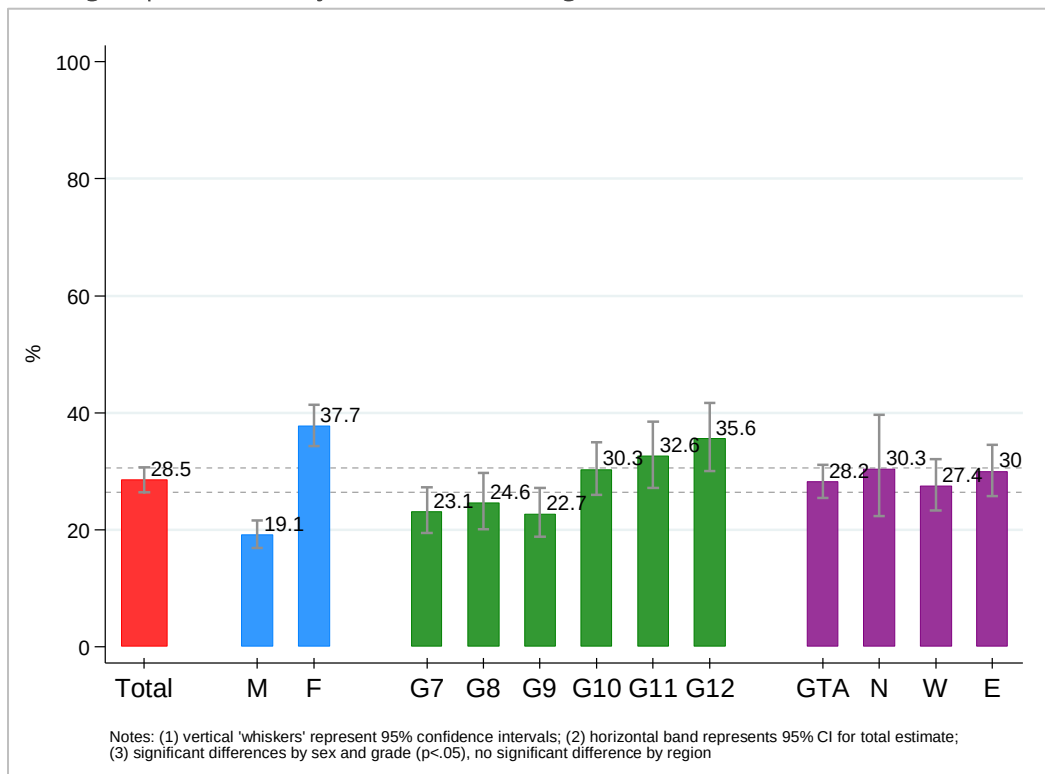


Figure 3.3.36

Percentage Reporting Reasons for Not Seeking Mental Health Support from a Professional Among Students Who Report Needing Help, 2025 OSDUHS (Grades 7–12)

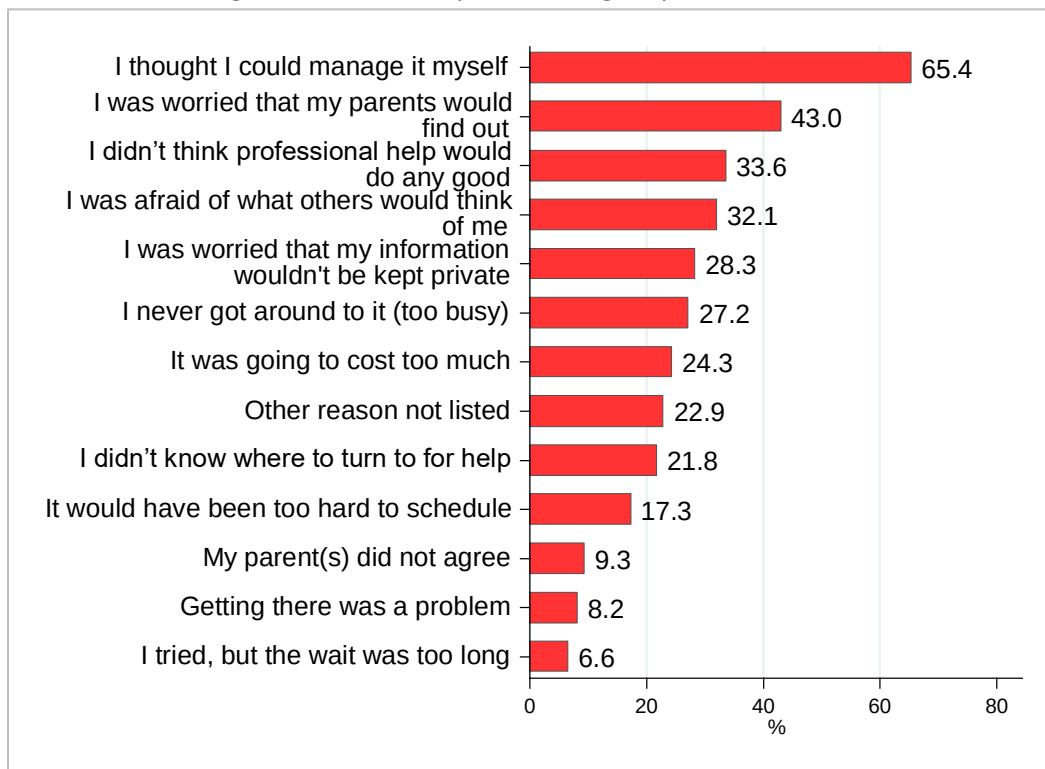


Table 3.3.18 Percentage Reporting Needing Mental Health Support from a Professional, but Not Seeking Help in the Past Year, 2023–2025 OSDUHS

	2023 (n=5091)	2025 (n=5568)
Total (95% CI)	33.0 (30.6-35.5)	28.5 ^a (26.4-30.6)
Sex		
Males	18.3 (15.8-21.1)	19.1 (16.9-21.6)
Females	47.8 (45.1-50.6)	37.7 ^a (34.3-41.3)
Grade		
7	21.4 (16.7-27.0)	23.1 (19.4-27.2)
8	27.6 (23.2-32.4)	24.6 (20.1-29.7)
9	27.2 (22.6-32.4)	22.7 (18.8-27.2)
10	35.4 (31.2-39.8)	30.3 (26.0-34.9)
11	39.5 (33.8-45.4)	32.6 (27.1-38.5)
12	42.1 (36.5-47.9)	35.6 (30.0-41.6)
Region		
Greater Toronto Area	33.0 (29.8-36.4)	28.2 (25.5-31.1)
North	34.4 (31.2-37.7)	30.3 (22.4-39.6)
West	33.8 (29.1-39.0)	27.4 (23.3-32.1)
East	31.7 (26.0-38.0)	30.0 (25.8-34.6)

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) ^a 2025 vs. 2023 significant difference, $p < .01$.

Q: "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?"

Source: OSDUHS, Centre for Addiction and Mental Health

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

2025 (Grades 7–12):

- Over one-quarter (27.1%) of students in grades 7 to 12 report being bullied at school since the start of the school year.
- The most prevalent mode of victimization is verbal (23.5%), while only 1.6% are typically bullied physically, and 2.0% are typically victims of theft or vandalism.
- An estimated 9.6% of students report being bullied on a daily or weekly basis.
- Males (25.1%) and females (29.1%) are equally likely to report being bullied in any way at school. There is also no significant sex difference regarding mode of being bullied at school.
- The percentage reporting being bullied at school significantly decreases with grade level, with students in grades 7 and 8 most likely to report being bullied (35%-40%).
- There are significant regional variation showing that students in the North are most likely to report being bullied at school, while those in the Greater Toronto Area and West region are least likely.

Figure 3.4.1
 Percentage Reporting the Typical Way They Were Bullied at School by Sex, 2025 OSDUHS (Grades 7–12)

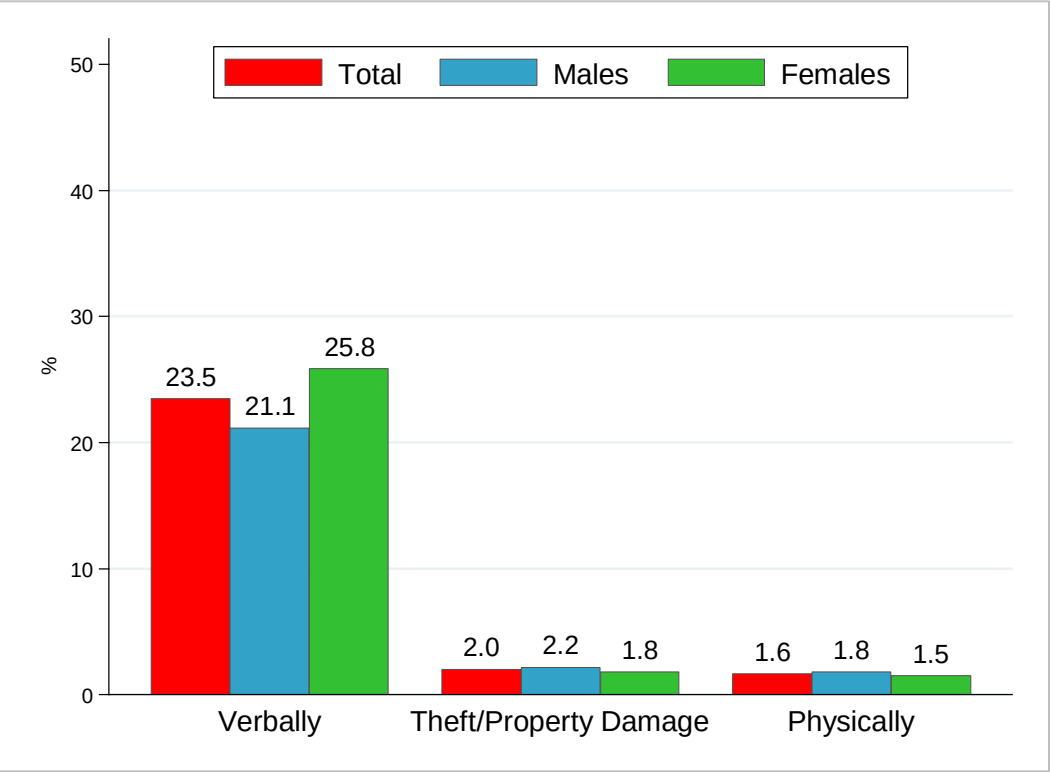
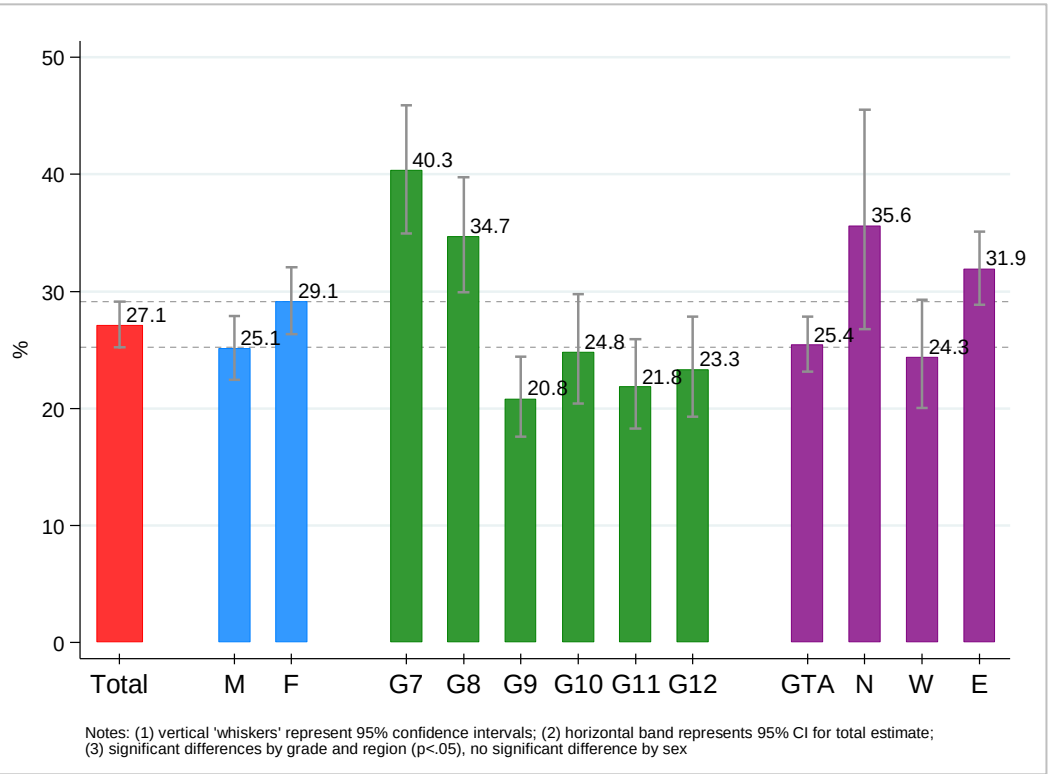


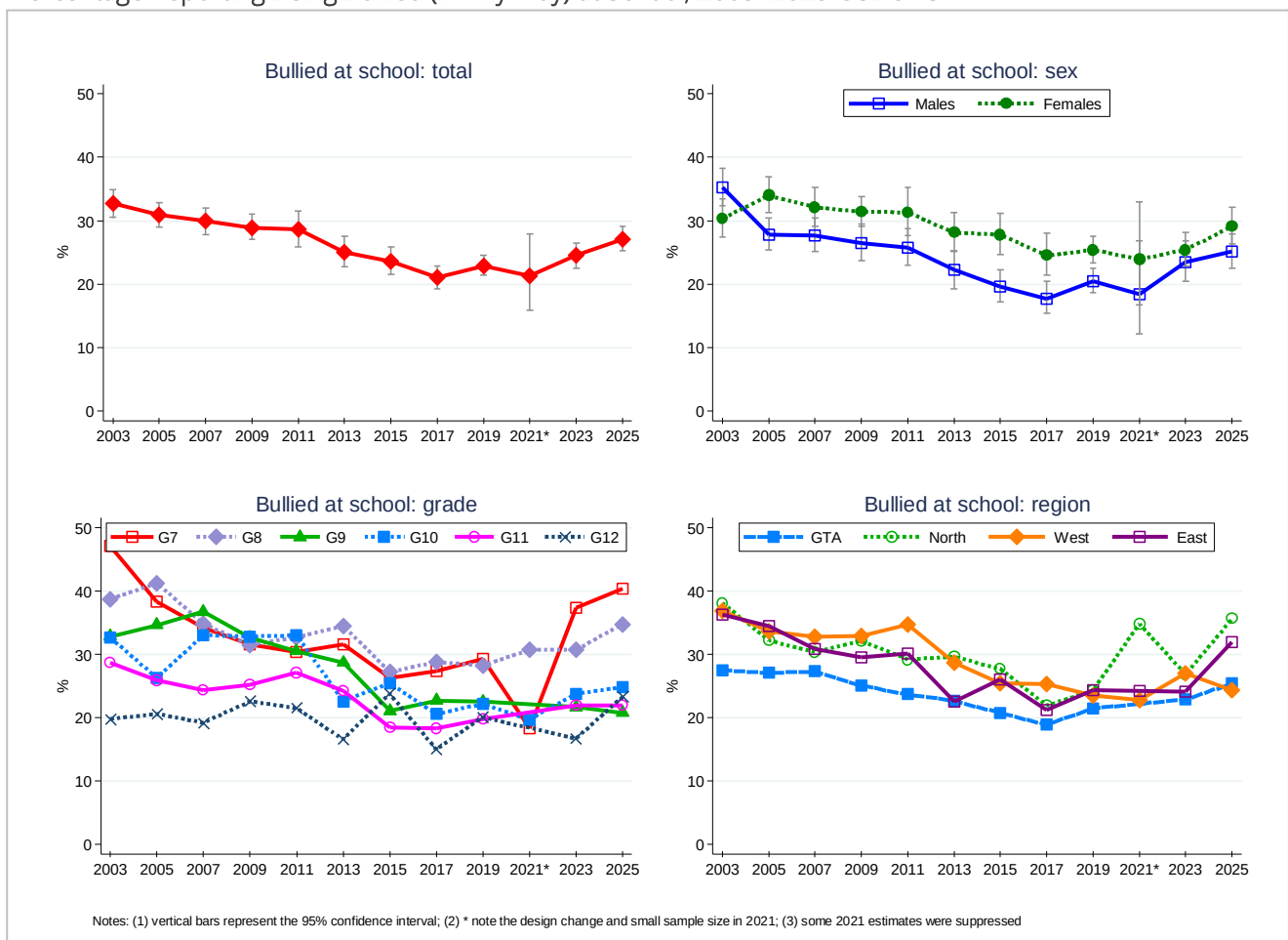
Figure 3.4.2
 Percentage Reporting Being Bullied (in Any Way) at School by Sex, Grade, and Region, 2025 OSDUHS



2003–2025 (Grades 7–12):

- The percentage reporting being bullied at school remained stable between 2023 (24.5%) and 2025 (27.1%). Bullying at school has been on a gradual increase since 2017, as the current estimate remains significantly higher than the lows levels seen in the mid-2010s. Despite this increase, the current estimate remains lower than estimates seen in the early 2000s, when monitoring first began (about 31%–32%).
- Among the subgroups, males, 7th graders, students in the Greater Toronto Area and the East region show significant increases in recent years. Looking over the long-term, males, 9th graders, and students in the West region show a decrease 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, 2003–2025 OSDUHS



Bullied Others at School

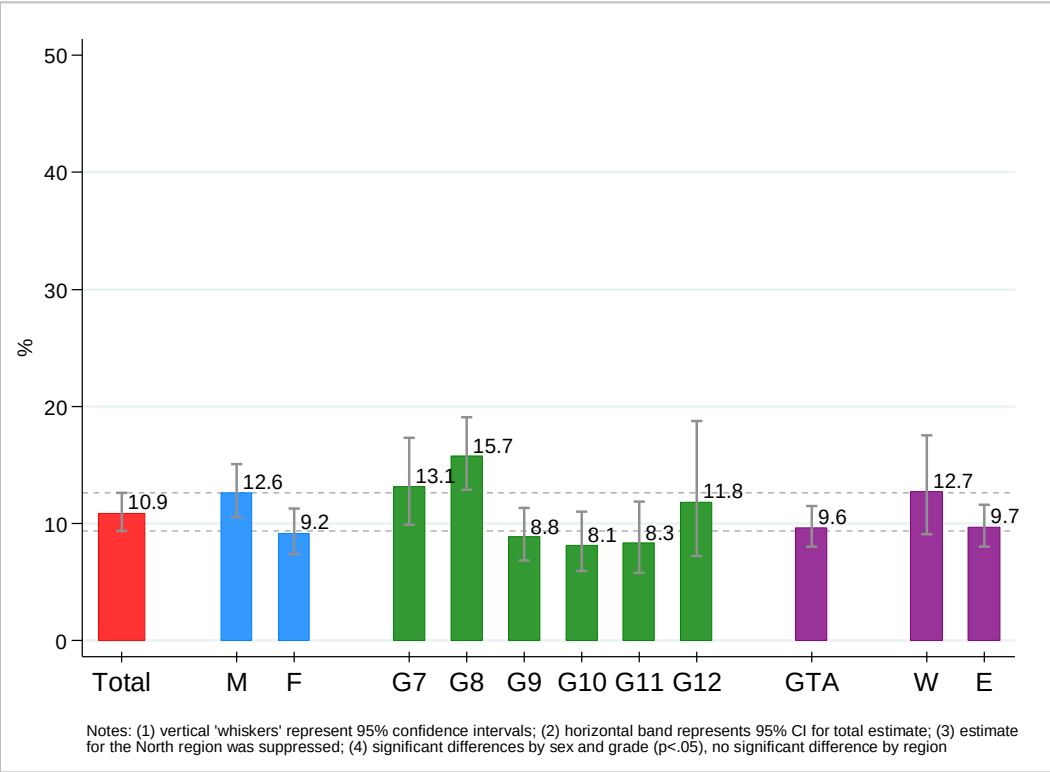
2025 (Grades 7–12):

- One-in-nine (10.9%) students report bullying other students at school during the school year.
- The most prevalent mode of bullying others is through verbal attacks (9.3%), followed distantly by physical attacks (1.0%). Theft or damage to others’ property is reported by less than 1% of students.
- About 2.0% of students report bullying others on a daily or weekly basis.
- Males (12.6%) are more likely than females (9.2%) to report bullying others at school.
- There is significant grade variation, showing that students in grades 7, 8, and 12 are most likely to report bullying others at school.
- There is no significant regional variation.

2003–2025 (Grades 7–12):

- The percentage of students who report bullying others at school remained stable between 2023 (11.6%) and 2025 (10.9%). This indicator has been relatively stable over the past decade (except for 2021). However, the current estimate 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, 2025 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 online: *“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 online, and bullied others online, at least once in the past 12 months.

2025 (Grades 7–12):

- One-quarter (25.5%) of students in grades 7 to 12 report being bullied online at least once in the past year. About 14.3% of students report bullying others online at least once in the past year.
- Females are significantly more likely than males to report being bullied online (27.4% vs. 23.6%, respectively). Males are significantly more likely than females to report bullying others online (16.0% vs. 12.7%, respectively).
- There is significant grade variation showing that reports of being cyberbullied and cyberbullying others are most likely among grades 7 and 8.
- 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, 2025 OSDUHS

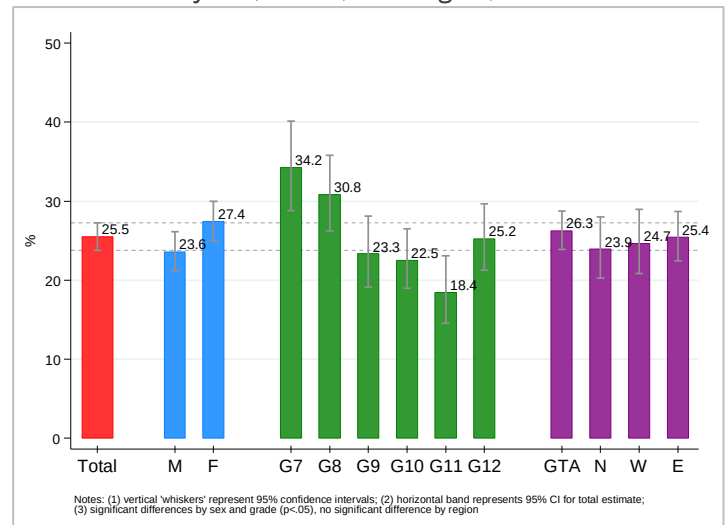
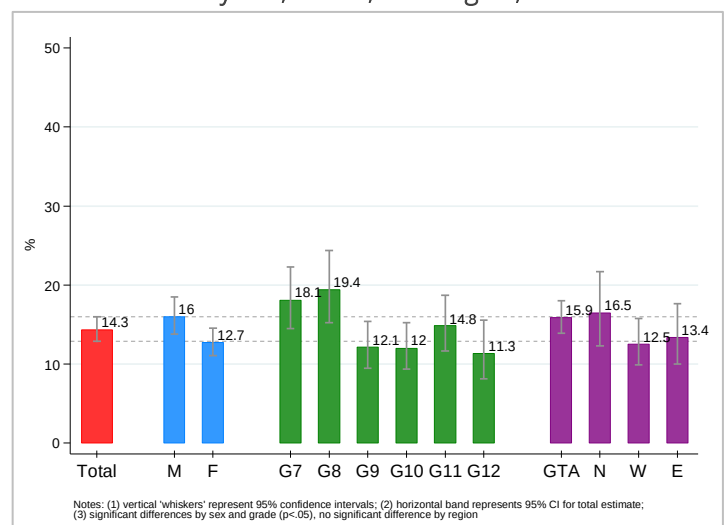


Figure 3.4.6

Percentage Reporting Cyberbullying Others at Least Once in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



2011–2025 (Grades 7–12):

- The percentage of students reporting being cyberbullied remained stable between 2023 (26.3%) and 2025 (25.5%). While reports of being cyberbullied have remained stable in recent years, the current estimate is significantly higher than all estimates seen between 2011 and 2019.
- Among the subgroups, males, 7th graders, 12th graders, and students in the Greater Toronto area show significant increases in reports of being cyberbullied since 2011, the first year of monitoring.
- The percentage reporting cyberbullying others remained stable between 2023 (16.3%) and 2025 (14.3%). 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, 2011–2025 OSDUHS

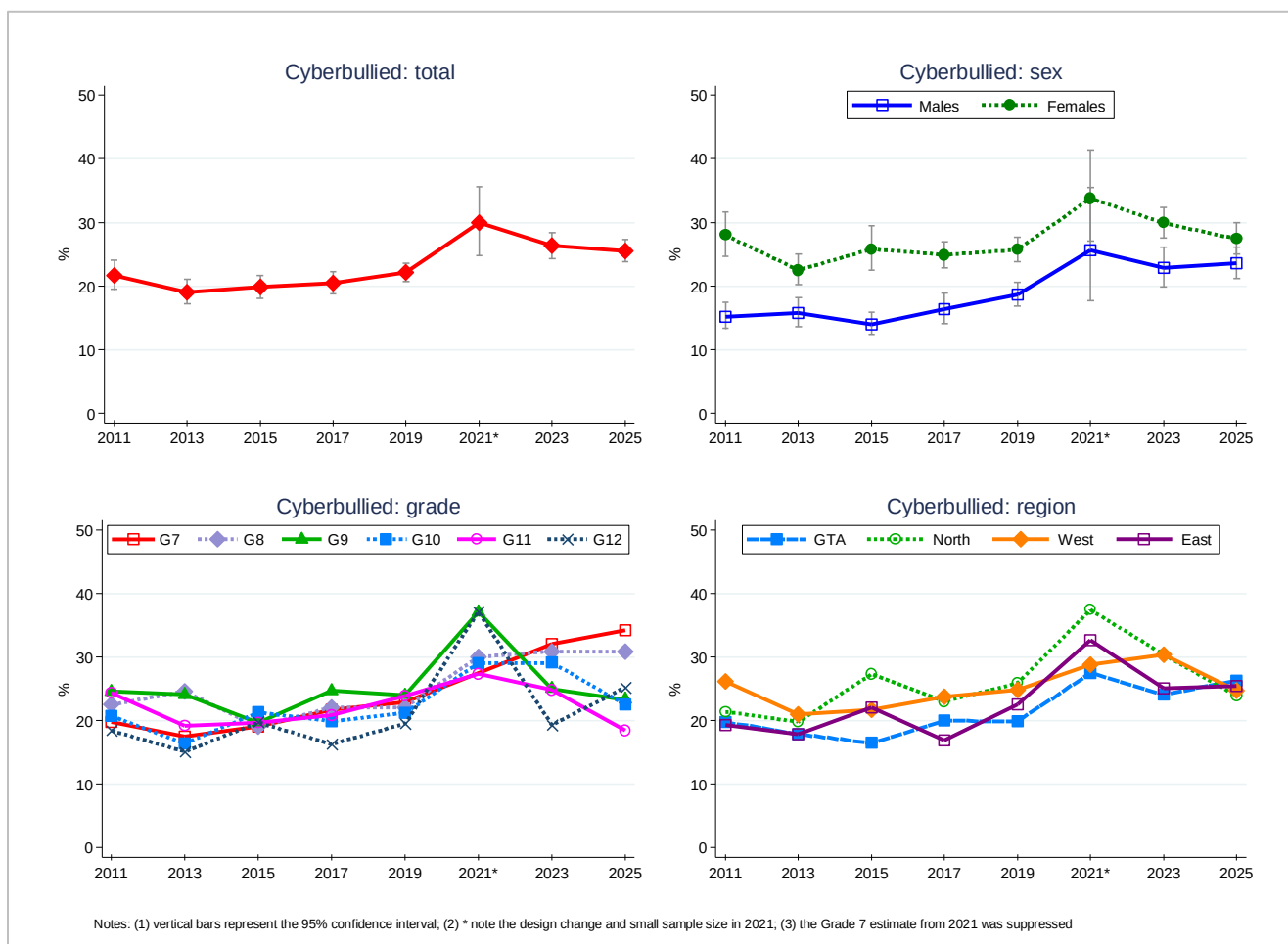


Table 3.4.1 Percentage Reporting Being Bullied in Any Way at School During the School Year, 2003–2025 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (22.5-26.5)	27.1 (25.2-29.1)	bcd ^e
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 (20.5-26.8)	25.1 (22.5-27.9)	bc
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)	29.1 (26.3-32.0)	
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)	40.3 (35.0-45.9)	b
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)	34.7 (29.9-39.8)	
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 (17.2-26.8)	20.8 (17.6-24.4)	c
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 (19.9-28.3)	24.8 (20.4-29.8)	
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)	21.8 (18.2-25.9)	
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)	23.3 (19.3-27.8)	
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)	25.4 (23.1-27.8)	b
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)	35.6 (26.8-45.5)	
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 (22.8-31.7)	24.3 (20.0-29.3)	c
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 (20.6-28.0)	31.9 (28.8-35.1)	ab

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 2025 vs. 2023 significant difference, $p<.01$; ^b 2025 vs. 2019 significant difference, $p<.01$; ^c 2025 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, 2003–2025 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (10.0-13.4)	10.9 ^{cde} (9.3-12.6)	
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)	† (11.0-15.8)	13.2 (10.5-15.0)	12.6 ^c (10.5-15.0)	
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 (8.2-11.9)	9.2 ^c (7.4-11.3)	
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)	† (7.6-19.3)	12.3 (9.9-17.3)	13.1 ^c (9.9-17.3)	
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)	† (10.4-19.5)	14.4 (12.9-19.1)	15.7 ^c (12.9-19.1)	
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)	† (6.4-11.7)	8.7 (6.9-11.4)	8.8 ^c (6.9-11.4)	
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)	† (11.0-19.0)	14.6 (5.9-11.0)	8.1 ^c (5.9-11.0)	
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)	† (7.8-15.2)	10.9 (5.8-11.8)	8.3 ^c (5.8-11.8)	
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)	† (7.1-12.4)	9.5 (7.2-18.8)	11.8 ^c (7.2-18.8)	
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)	† (8.6-12.2)	10.3 (8.0-11.5)	9.6 ^c (8.0-11.5)	
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)	† (6.8-14.0)	9.9	†	
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)	† (10.3-19.7)	14.4 (9.1-17.5)	12.7 ^c (9.1-17.5)	
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)	† (8.1-15.3)	11.2 (8.0-11.6)	9.7 ^c (8.0-11.6)	

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 2025 vs. 2023, or vs. 2019; ^c 2025 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, 2011–2025 OSDUHS

	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5091)	(5568)
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 (24.3-28.4)	25.5 (23.8-27.3)	bcde
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 (19.8-26.1)	23.6 (21.2-26.1)	bc
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 (27.5-32.3)	27.4 (25.0-30.0)	
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 (25.6-39.0)	34.2 (28.8-40.1)	bc
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 (25.7-36.6)	30.8 (26.2-35.8)	b
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)	23.3 (19.2-28.1)	
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 (25.0-33.5)	22.5 (19.0-26.5)	
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)	18.4 (14.5-23.1)	
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 (16.4-22.5)	25.2 (21.3-29.6)	c
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 (21.5-26.9)	26.3 (23.9-28.8)	bc
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 (21.7-40.9)	23.9 (20.3-28.0)	
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)	24.7 (20.8-29.0)	
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)	25.4 (22.5-28.7)	

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) †=estimate suppressed due to unreliability; (5) note the design change and small sample size in 2021; (6) no significant differences 2025 vs. 2023; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 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, 2017–2025 OSDUHS

	2017	2019	2021	2023	2025
(n=)	(6364)	(7617)	(1118)	(5091)	(5568)
Total (95% CI)	9.7 (8.3-11.3)	11.0 (9.9-12.2)	13.8 (8.9-20.8)	16.3 (14.6-18.0)	14.3^{bcd} (12.9-16.0)
Sex					
Males	9.7 (8.2-11.5)	12.7 (11.1-14.4)	20.2 (11.6-32.8)	19.3 (16.8-22.2)	16.0^c (13.8-18.5)
Females	9.7 (7.8-11.9)	9.3 (8.1-10.7)	8.1 (5.2-12.4)	13.2 (11.2-15.5)	12.7^{bc} (11.1-14.6)
Grade					
7	9.8 (7.3-13.1)	9.4 (7.4-11.8)	†	18.5 (13.7-24.6)	18.1^{bc} (14.5-22.3)
8	9.2 (6.8-12.3)	10.5 (8.2-13.5)	†	20.6 (15.9-26.2)	19.4^{bc} (15.2-24.4)
9	9.3 (7.2-12.0)	12.8 (10.2-16.0)	†	15.9 (12.4-20.1)	12.1 (9.5-15.4)
10	11.3 (7.9-15.8)	9.7 (8.0-11.8)	†	18.4 (15.2-22.0)	12.0^a (9.4-15.2)
11	10.0 (7.6-13.1)	13.1 (11.1-15.4)	†	15.9 (12.2-20.6)	14.8 (11.6-18.7)
12	8.7 (5.7-13.0)	10.1 (8.0-12.8)	†	10.6 (8.0-13.8)	11.3 (8.1-15.5)
Region					
Greater Toronto Area	10.3 (8.2-13.0)	11.5 (9.6-13.7)	15.8 (9.0-26.4)	15.7 (13.6-18.1)	15.9^{bc} (13.9-18.0)
North	9.5 (7.2-12.4)	9.7 (7.2-13.0)	†	14.7 (10.9-19.5)	16.5^c (12.3-21.7)
West	10.0 (7.9-12.6)	11.5 (9.4-13.9)	†	19.2 (15.2-24.0)	12.5 (9.9-15.8)
East	7.3 (5.3-10.0)	10.2 (8.5-12.2)	†	14.0 (11.4-17.1)	13.4^c (10.0-17.6)

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 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 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 3.5.1–3.5.8; Tables 3.5.1, 3.5.2)

The 2025 OSDUHS asked students about gambling in the past year. Specifically, students were asked about online sports gambling, any other online gambling, and gambling at any other activity.¹¹ The three questions asked were “*In the last 12 months, how many times did you bet money....*

- ...on online sports gambling (such as online sports lotteries, online sports pools, or online fantasy sports)?
- ...on any other online game (such as online poker, online casino games)?
- ...in any other way (such as card games, dice, lotteries, scratch cards, etc.)?

Students were also asked if they could recall seeing advertisements for online gambling. Specifically, the question was “*In the last 4 weeks, how often did you see/hear advertisements for online sports gambling or online casino gambling either on TV, radio, or on the internet?*” Here we present the percentage of students who recall seeing such advertisements daily.

Online Sports Gambling

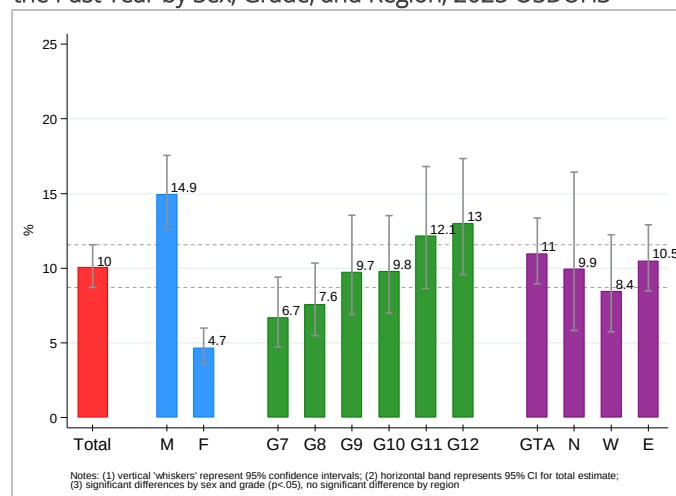
2025 (Grades 7–12):

- One-in-ten (10.0%) students report online sports gambling at least once in the past year.
- Males (14.9%) are significantly more likely than females (4.7%) to report online sports gambling.
- Online sports gambling significantly increases with grade, from 6.7% of 7th graders to 13.0% of 12th graders.
- There is no significant regional variation.

2017–2025 (Grades 7–12):

- Online sports gambling is significantly higher in 2025 (10.0%) compared with 2019 (the previous year it was measured) and 2017 (the first year it was measured), when only about 1% of students reported this type of gambling.
- Among the subgroups, males, older students, and all four regions show significant increases since 2017 and/or 2019.

Figure 3.5.1
Percentage Reporting Online Sports Gambling at Least Once in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



¹¹ Two questions that asked students about spending money while video gaming were also included in the 2025 questionnaire. Results from these questions are in the video gaming section.

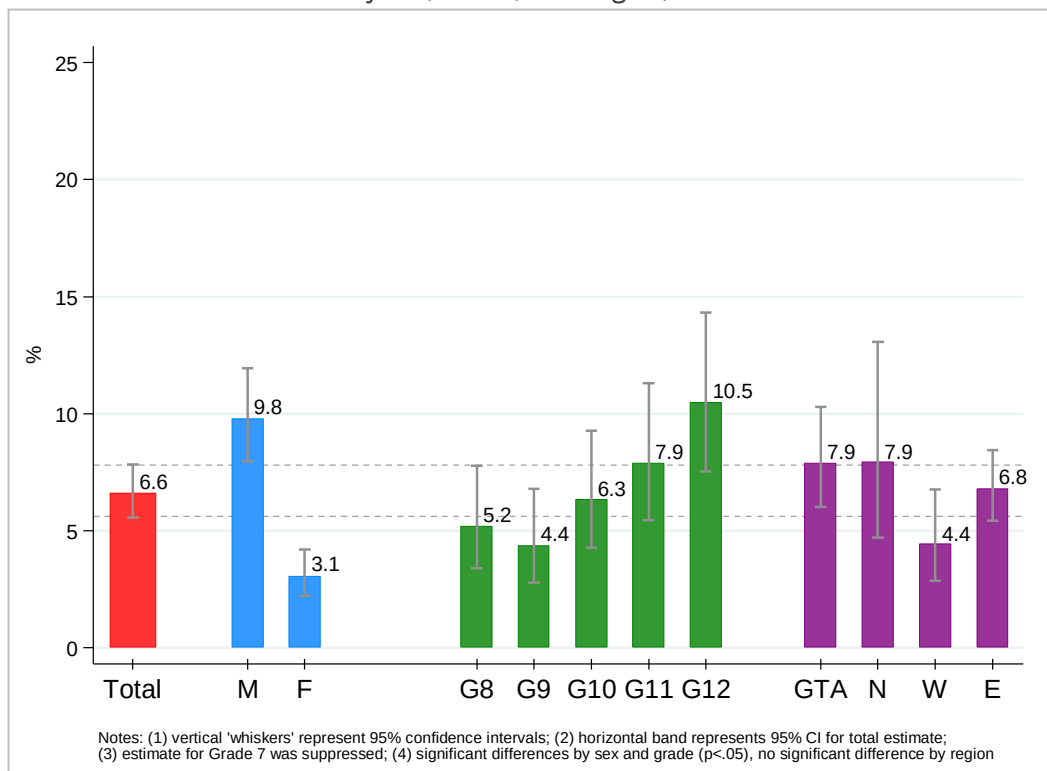
Other Online Gambling

2025 (Grades 7–12):

- About 6.6% of students report gambling money at other online games such as online poker or online casinos at least once in the past year.
- Males (9.8%) are significantly more likely than females (3.1%) to report online gambling at poker or casino games.
- This type of online gambling significantly increases with grade, from 5.2% of 8th graders to 10.5% of 12th graders.
- Despite some variation among the four regions, these differences are not statistically significant.

Figure 3.5.2

Percentage Reporting Any Other Online Gambling (Online Poker, Online Casinos) at Least Once in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



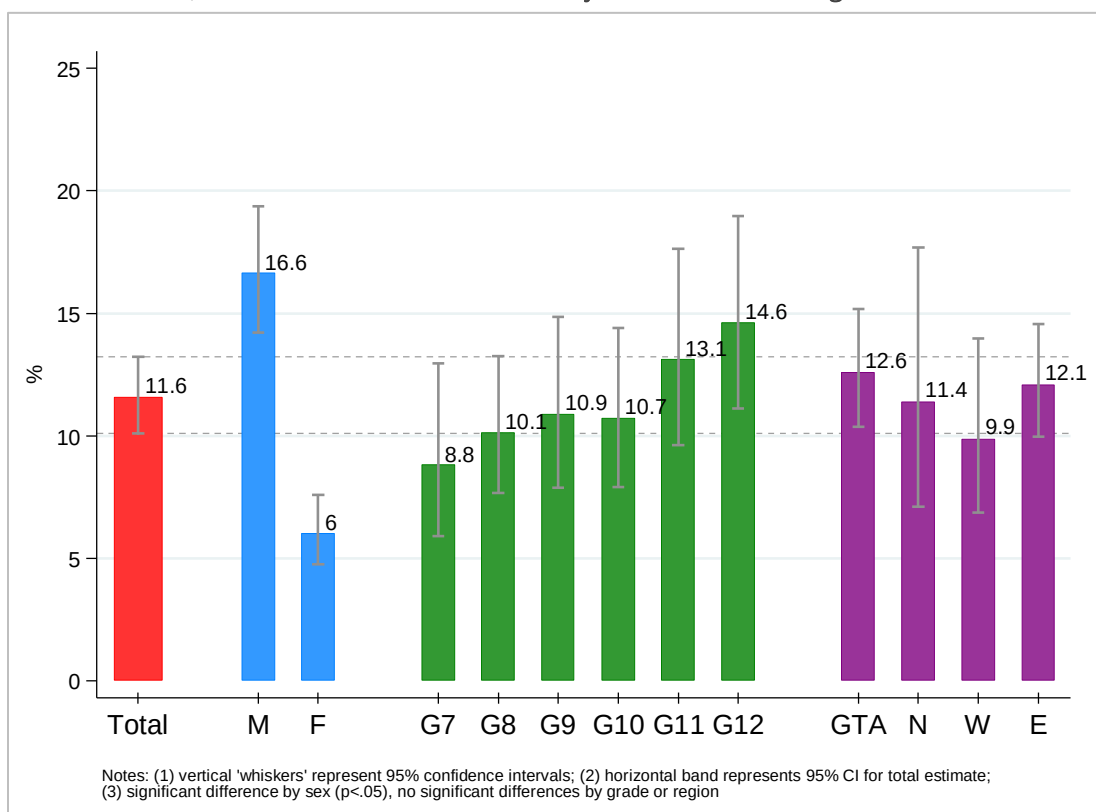
Any Online Gambling

2025 (Grades 7–12):

- About one-in-eight (11.6%) students report betting money on any online gambling activity (including online sports betting) at least once in the past year. (This excludes spending money on video games.)
- Males (16.6%) are significantly more likely than females (6.0%) to report any type of online gambling at least once in the past year.
- Despite some variation by grade, these differences are not statistically significant.
- There is no significant regional variation.

Figure 3.5.3

Percentage Reporting Any Online Gambling (Includes Online Sports Gambling, Online Poker, Online Casinos) at Least Once in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



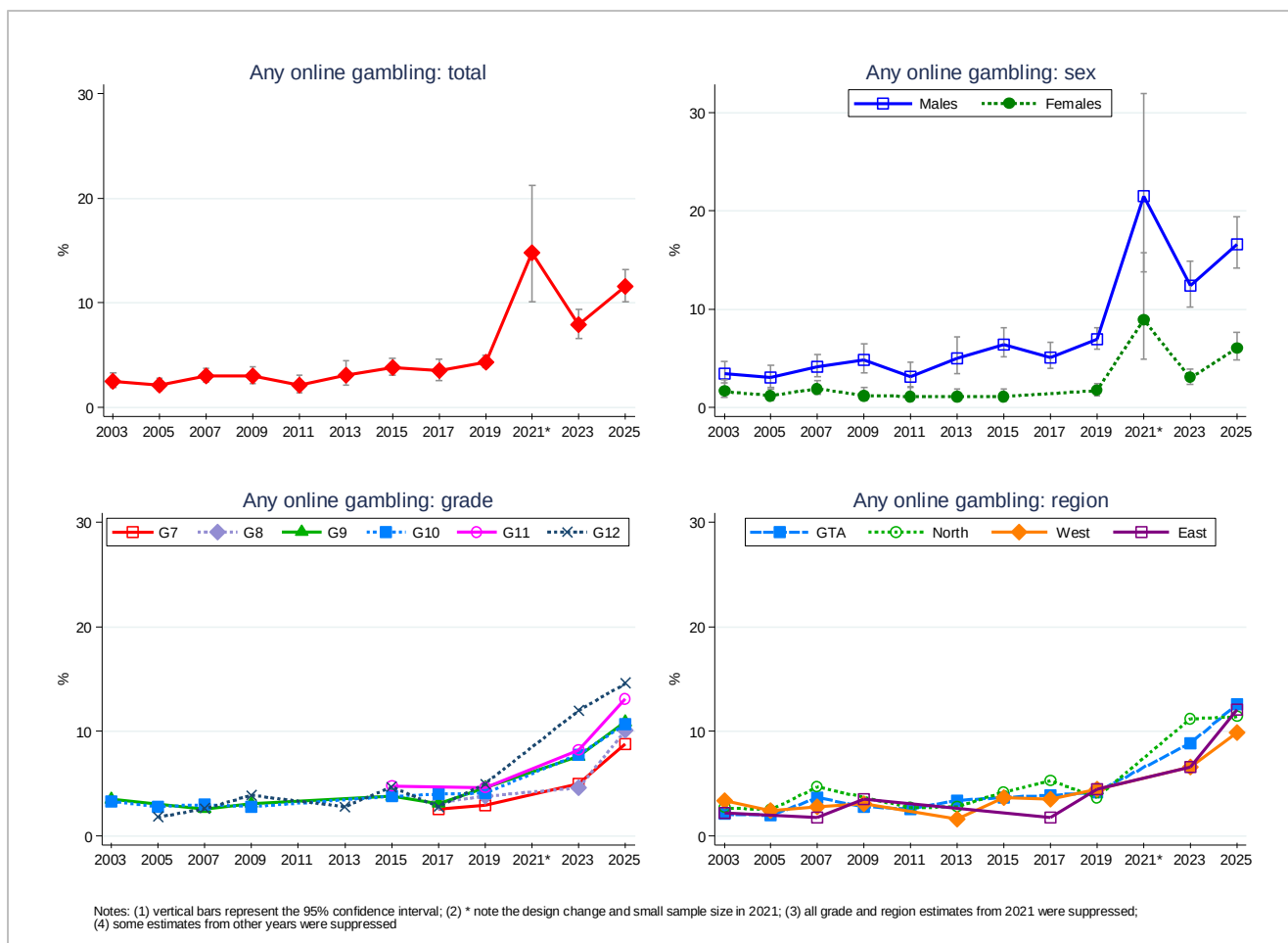
2003–2025 (Grades 7–12):

- The percentage of students reporting any online gambling in the past year significantly increased between 2023 and 2025, from 7.9% to 11.6%. After a decade or so of low and stable estimates (about 2%-4%), online gambling has significantly increased in recent years. The current estimate is among the highest on record (except for 2021).

- Among the subgroups, females and 8th graders show a significant increase between 2023 and 2025. All subgroups show a significant increase in recent years (since 2019) and especially since 2003, the first year of monitoring.

Figure 3.5.4

Percentage Reporting Any Online Gambling (Includes Online Sports Gambling, Online Poker, Online Casinos) at Least Once in the Past Year, 2003–2025 OSDUHS



Other Gambling Activity

2025 (Grades 7–12):

- About one-in-seven (14.6%) students report gambling in other ways, such as card games, dice, lotteries, and scratch cards, during the past year.
- Males (17.3%) are significantly more likely than females (11.5%) to report gambling in other ways.
- There is significant grade variation showing that 11th and 12th graders are most likely to report gambling in other ways (about 17%-19%).
- There is no significant variation by region.

Any Gambling Activity

2025 (Grades 7–12):

- One-in-five (19.9%) students report gambling at any of the activities asked about (including online and any other activity) in the past year.
- Males (24.9%) are significantly more likely than females (14.4%) to report any gambling in the past year.
- There is significant grade variation showing that 11th and 12th graders are most likely to gamble (about 22%-25%).
- There is no significant regional variation.

Figure 3.5.5
Percentage Reporting Gambling in Another Way in the Past Year by Sex, Grade, and Region, 2025 OSDUHS

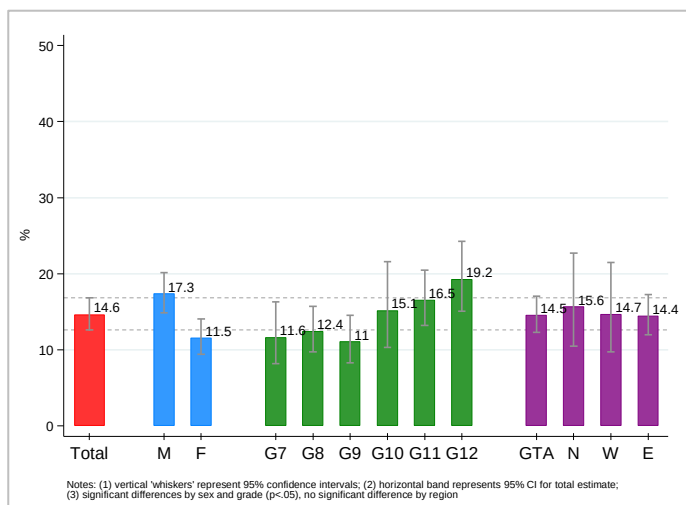
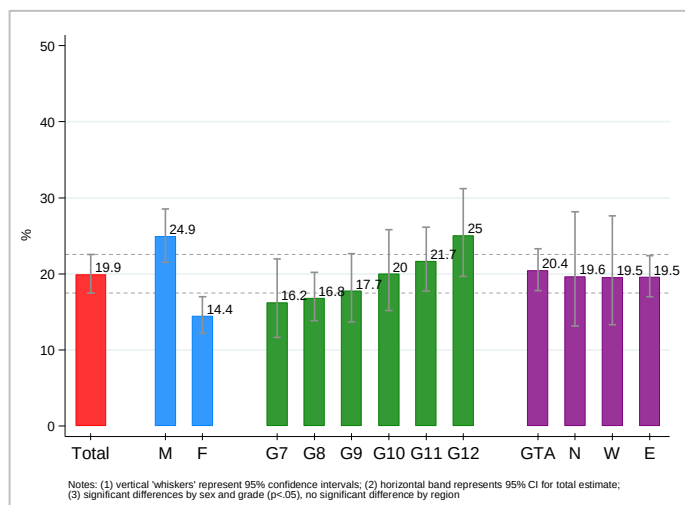


Figure 3.5.6
Percentage Reporting Any Gambling in the Past Year by Sex, Grade, and Region, 2025 OSDUHS



Exposure to Advertising for Online Gambling

2025 (Grades 7–12):

- A majority (80.3%) of students report exposure to advertising (either on TV, radio, or on the internet) for online gambling during the month before the survey. About one-quarter (23.4%) report daily exposure to this type of advertising.
- Males (30.9%) are twice as likely as females (15.2%) to report daily exposure to online gambling advertising.
- There is significant variation by grade, increasing from 15.6% of 7th graders to 31.3% of 12th graders.
- There is no significant variation by region.

Figure 3.5.7
Percentage Reporting Frequency of Exposure to Advertising for Online Gambling in the Past Month, 2025 OSDUHS (Grades 7-12)

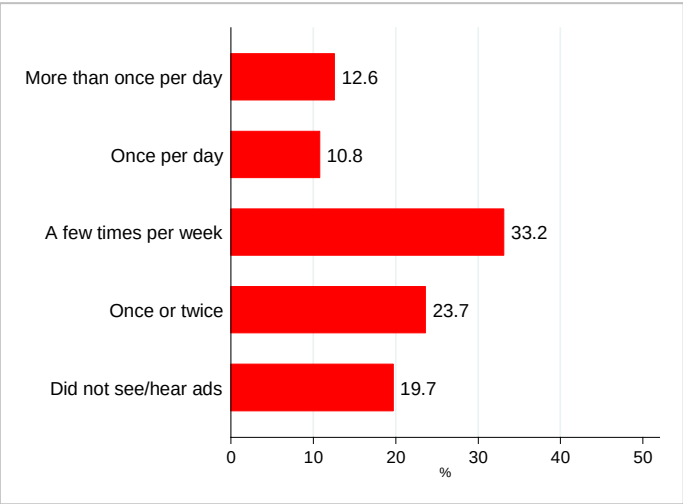


Figure 3.5.8
Percentage Reporting Daily Exposure to Advertising for Online Gambling by Sex, Grade, and Region, 2025 OSDUHS

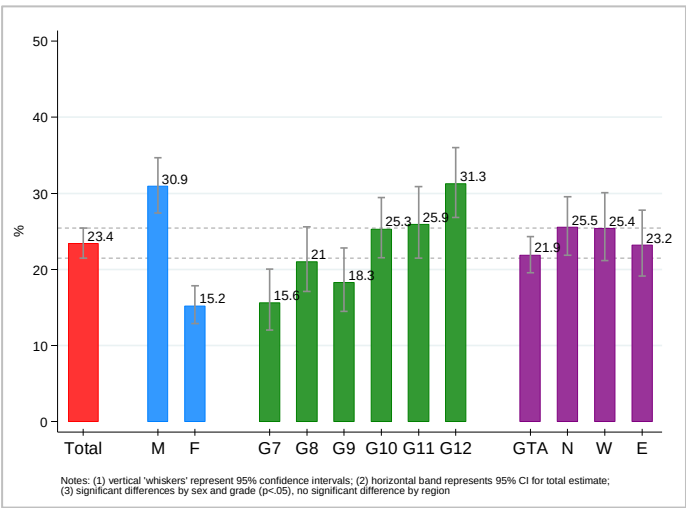


Table 3.5.1 Percentage Reporting Online Sports Gambling in the Past Year, 2017–2025 OSDUHS

	2017	2019	2025
(n=)	(6364)	(7617)	(5540)
Total (95% CI)	1.2 (0.9-1.7)	1.4 (1.1-1.8)	10.0^{ab} (8.7-11.6)
Sex			
Males	1.9 (1.3-2.6)	2.3 (1.7-3.0)	14.9^{ab} (12.6-17.6)
Females	†	†	4.7 (3.6-6.0)
Grade			
7	†	†	6.7 (4.7-9.4)
8	†	†	7.6 (5.5-10.3)
9	†	†	9.7 (6.9-13.6)
10	†	†	9.8 (7.0-13.5)
11	†	1.3 (0.7-2.3)	12.1^a (8.6-16.8)
12	1.0 (0.5-1.9)	2.5 (1.6-4.0)	13.0^{ab} (9.6-17.4)
Region			
Greater Toronto Area	1.0 (0.6-1.5)	1.4 (1.0-2.1)	11.0^{ab} (8.9-13.4)
North	2.1 (1.3-3.5)	†	9.9^b (5.8-16.4)
West	1.8 (0.9-3.4)	1.7 (1.1-2.7)	8.4^{ab} (5.7-12.2)
East	0.8 (0.5-1.3)	1.3 (0.7-2.2)	10.5^{ab} (8.5-12.9)

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) the question was not asked in 2021 or 2023; (6) ^a 2025 vs. 2019 significant difference, p<.01; ^b 2025 vs. 2017 significant difference, p<.01.

Q: In 2025, the question was "In the last 12 months, how many times did you bet money on online sports gambling (such as online sports lotteries, online sports pools, or online fantasy sports)?" In 2019 and 2017, the question was "In the last 12 months, how often did you bet money on sports betting online?"

Source: OSDUHS, Centre for Addiction and Mental Health

Table 3.5.2 Percentage Reporting Any Online Gambling in the Past Year, 2003–2025 OSDUHS

	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n=)	(3464)	(4078)	(3388)	(4851)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5054)	(5540)
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 (3.8-5.0)	14.8 (10.1-21.2)	7.9 (6.6-9.4)	11.6 (10.1-13.2) ^{abcde}
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 (4.0-6.6)	6.9 (5.9-8.1)	21.5 (13.8-31.9)	12.4 (10.2-14.9)	16.6 (14.2-19.4) ^{bc}
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 (2.3-3.9)	6.0 (4.8-7.6) ^{abc}
Grade												
7	†	†	†	†	†	†	†	2.6 (1.4-4.6)	2.9 (1.9-4.6)	†	5.0 (2.9-8.7)	8.8 (5.9-13.0) ^b
8	†	†	†	†	†	†	†	3.2 (1.7-5.8)	3.8 (2.6-5.6)	†	4.6 (2.8-7.3)	10.1 (7.7-13.2) ^{ab}
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)	10.9 (7.9-14.8) ^{bc}
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 (2.3-6.9)	4.1 (2.8-6.1)	†	7.8 (5.7-10.8)	10.7 (7.9-14.4) ^{bc}
11	†	†	†	†	†	†	4.8 (3.2-7.1)	†	4.6 (3.2-6.6)	†	8.2 (5.7-11.6)	13.1 (9.6-17.6) ^b
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 (8.3-17.1)	14.6 (11.1-19.0) ^b
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)	3.9 (2.4-6.0)	4.2 (3.4-5.3)	†	8.9 (6.9-11.4)	12.6 (10.4-15.2) ^{bc}
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)	5.3 (3.8-7.3)	3.7 (2.3-5.8)	†	11.2 (6.2-19.3)	11.4 (7.1-17.7) ^{bc}
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 (2.2-5.5)	4.5 (3.3-6.0)	†	6.6 (4.8-9.0)	9.9 (6.9-14.0) ^{bc}
East	2.2 (1.3-3.8)	†	1.8 (1.1-3.0)	3.5 (2.0-6.3)	†	†	†	1.8 (1.2-2.6)	4.5 (3.5-5.7)	†	6.6 (3.9-10.9)	12.1 (10.0-14.6) ^{bc}

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 2025 vs. 2023 significant difference, p<.01; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 vs. 2003 significant difference, p<.01; ^d significant linear trend, p<.01; ^e significant nonlinear trend, p<.01.

Q: In 2025, two questions were used to measure any online gambling: "In the last 12 months, how many times did you bet money on online sports gambling (such as online sports lotteries, online sports pools, or online fantasy sports)?" "...on any other online game (such as online poker, online casino games)?" 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 last 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 last 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 3.5.9–3.5.14; Tables 3.5.3, 3.5.4)

Starting in 2007, the OSDUHS asked students about video gaming and related problems using the 9-item *Problem Video Game Playing* (PVP) scale.¹² 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 to 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.

Students were also asked about spending money while playing a video game. Two questions were asked: (1) *“In the last 12 months, how often did you make microtransactions (such as buying in-game virtual goods like loot boxes) while playing video games?”*, and (2) *“In the last 12 months, how often did you spend real money while playing video games to earn points that you could cash out?”*

¹² Tejeiro 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>

Frequency of Playing Video Games

- Among students in grades 7 to 12, about 12.6% report that they do not play video games; 18.8% report playing three times a month or less often; 7.9% play once a week; 19.8% play two to three times a week; 14.2% play four to five times a week; and 26.8% play daily or almost daily.
- Males are about three times more likely than females to play video games daily (38.9% 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).

Hours per Day Spent Playing Video Games

- About 16.0% of students in grades 7 to 12 usually play video games for less than one hour a day; 16.1% play for about one hour; 24.1% play for two hours; 20.7% play for three to four hours; 7.2% play for five to six hours; and 3.1% play for seven hours or more per day.
- Males are significantly more likely than females to play video games for more hours per day. For example, 16.0% of males report playing video games for five hours or more per day, compared with 4.2% of females.
- There is no significant variation by grade.
- There is no significant variation by region.

Figure 3.5.9
Frequency of Playing Video Games in the Past Year, 2025 OSDUHS (Grades 7–12)

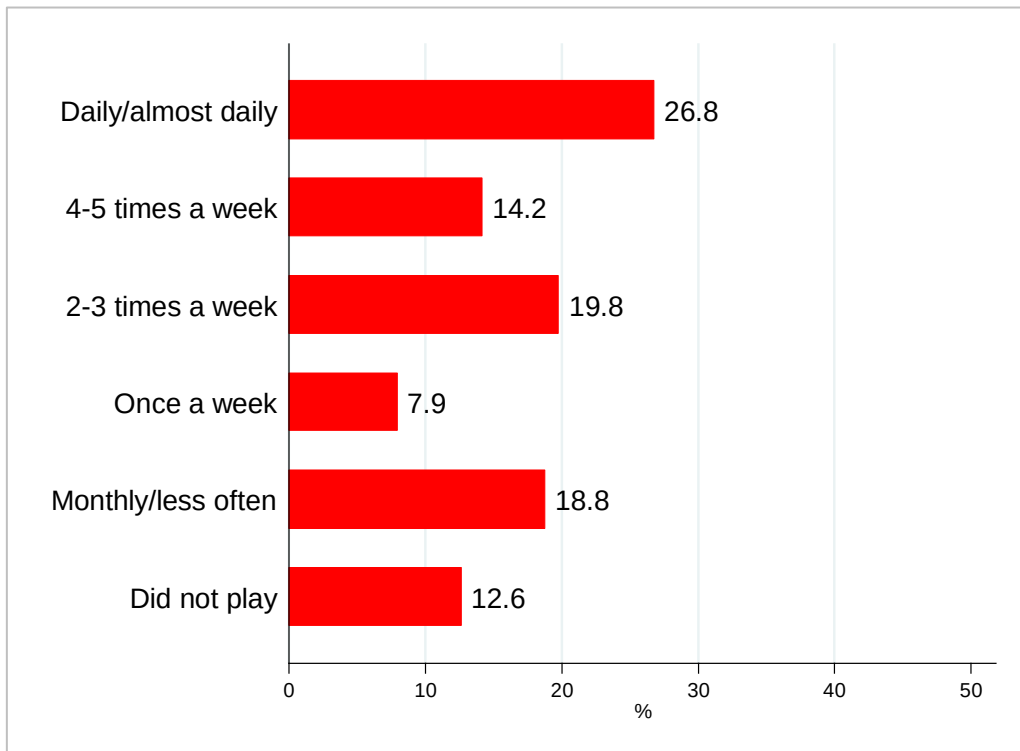
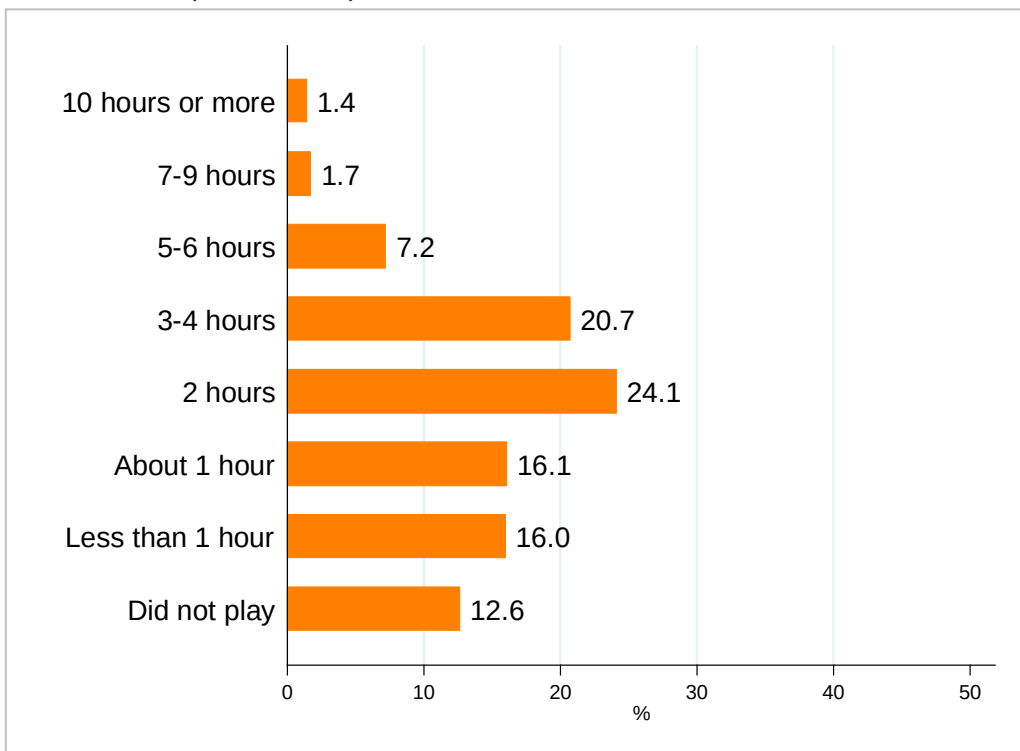


Figure 3.5.10
Usual Number of Hours per Day Spent Playing Video Games in the Past Year, 2025 OSDUHS (Grades 7–12)



Video Gaming Problems

2025 (Grades 7–12):

- Table 3.5.3 presents the percentage of students in grades 7 to 12 reporting each of the nine video gaming problem symptoms. Males are significantly more likely than females to report each symptom.
- Among all students, about one-in-six (16.5%) meet the criteria for a video gaming problem. Among those who report playing video games in the past year, 19.1% meet the criteria for a problem. When we look specifically at only those students who play video games daily, about one-third (32.0%) meet the criteria for a problem.
- Males are twice as likely as females to indicate a video gaming problem (22.7% vs. 10.1%, 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 3.5.11

Percentage of Students Classified as Having a Video Gaming Problem (PVP Scale) by Sex, Grade, and Region, 2025 OSDUHS

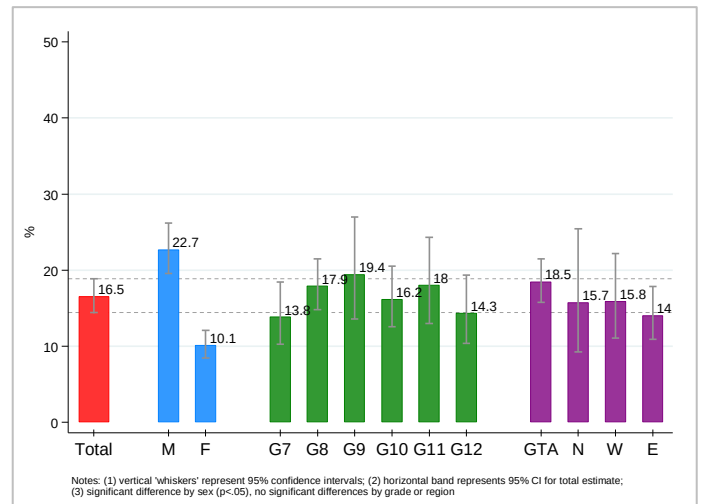


Table 3.5.3: Percentage of Students Reporting Symptoms of a Video Game Playing Problem in the Past Year as Measured by the *Problem Video Game Playing (PVP) Scale*, 2025 OSDUHS (Grades 7–12)

PVP Scale Item	Total Sample (n=5,540)	Males (n=2,431)	Females (n=3,103)
1. Kept thinking about playing video games, when not playing	30.8	42.3	18.8
2. Spent an increasing amount of time playing video games	21.7	28.1	14.9
3. Tried to control, cut back, stop playing video games, or played for longer than intended	35.8	44.9	26.4
4. Became restless or irritated when could not play video games	9.3	12.7	5.8
5. Played more often when felt bad (sad, angry or nervous) or had problems	27.7	34.9	20.2
6. When lost in a game or did not get the desired results, played again to achieve the target	51.8	65.6	37.5
7. Skipped school or work, or lied/stole/argued with someone in order to play	8.2	11.3	5.1
8. Ignored homework, went to bed late, or spent less time with family and friends because of video game playing	29.6	37.7	21.1
9. Hid video game playing from family or friends	13.9	18.2	9.3

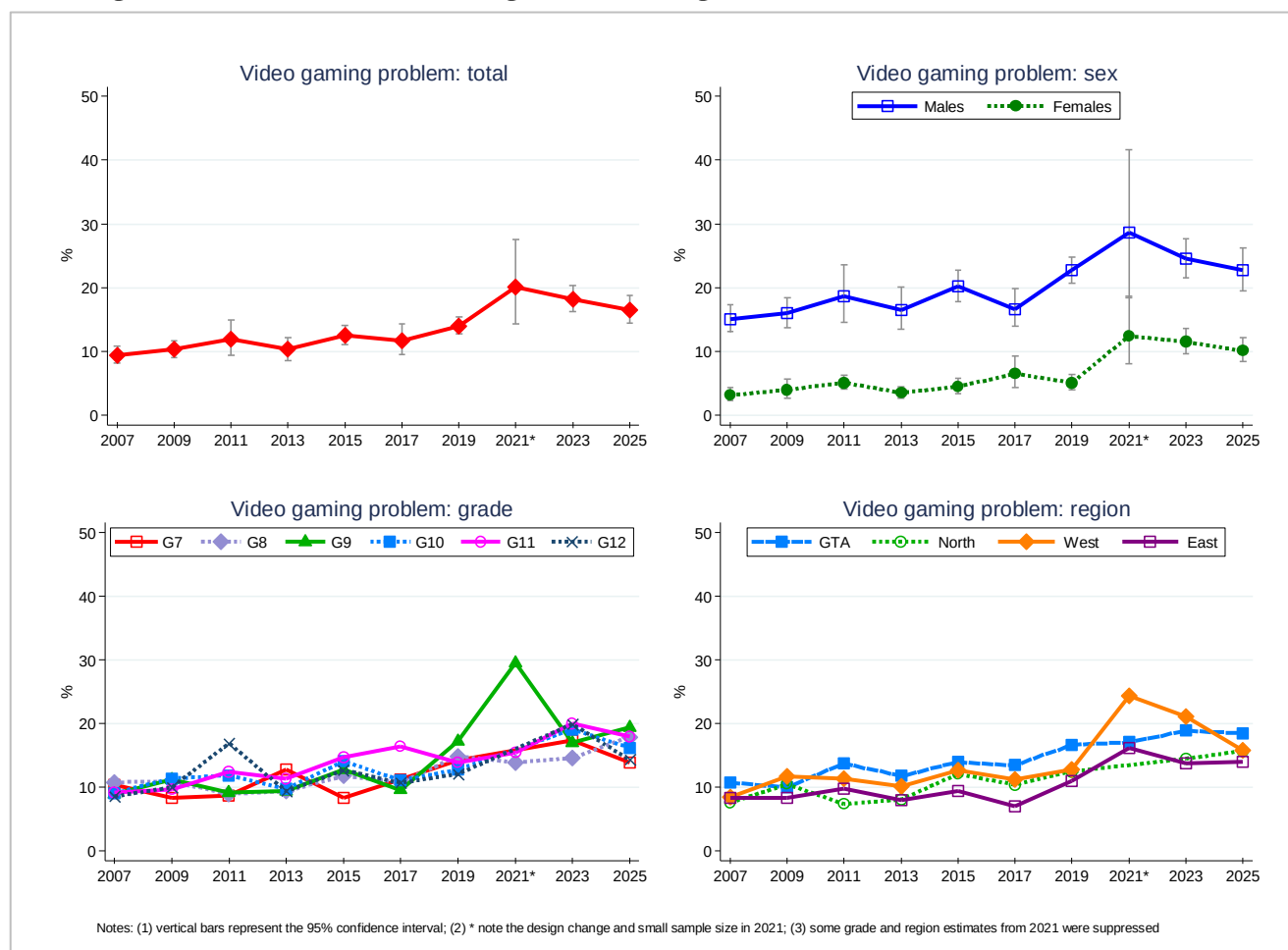
Notes: (1) entries are the percentages responding "Yes"; (2) n=number of students surveyed (which includes those who did not play video games in the past year); (3) based on a random half sample; (4) significant sex difference for each item, $p < .05$.

2007–2025 (Grades 7–12):

- The percentage of students classified as having a video gaming problem remained stable between 2023 (18.2%) and 2025 (16.5%). However, there has been a significant increase over time as the current estimate remains higher than all estimates seen between 2007 and 2017.

- Among the subgroups, males, females, most grades, and students in the Greater Toronto Area and the West region show a significant increase since 2007, the first year of monitoring.

Figure 3.5.12
Percentage of Students Classified as Having a Video Gaming Problem (PVP Scale), 2007–2025 OSDUHS



Spending Money While Video Gaming (Among Past Year Gamers)

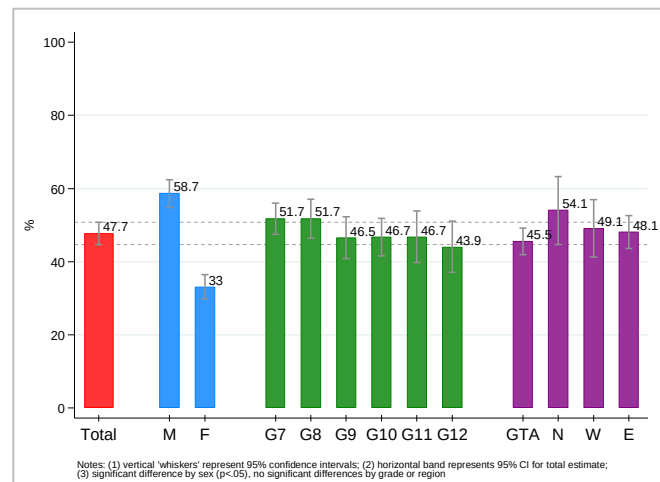
Microtransactions

2025 (Grades 7–12):

- Almost half (47.7%) of students who played video games in the past year report making “microtransactions” (such as buying in-game virtual goods like loot boxes) at least once while playing.
- Males (58.7%) are significantly more likely than females (33.0%) to report making microtransactions at least once while playing.
- There is no significant variation by grade.
- There is no significant variation by region.

Figure 3.5.13

Percentage of Students Who Played Video Games in the Past Year Reporting Making Microtransactions at Least Once by Sex, Grade, and Region, 2025 OSDUHS



Spending Money to Earn Points

2025 (Grades 7–12):

- One-third (33.4%) of students who played video games in the past year report spending real money at least once to earn points that could be cashed out.
- Males (41.7%) are significantly more likely than females (22.3%) to report spending money to earn points.
- There is significant variation by grade, showing that 12th graders are least likely to spend money while gaming to earn points.
- There is no significant regional variation.

Figure 3.5.14

Percentage of Students Who Played Video Games in the Past Year Reporting Spending Money to Earn Points at Least Once by Sex, Grade, and Region, 2025 OSDUHS

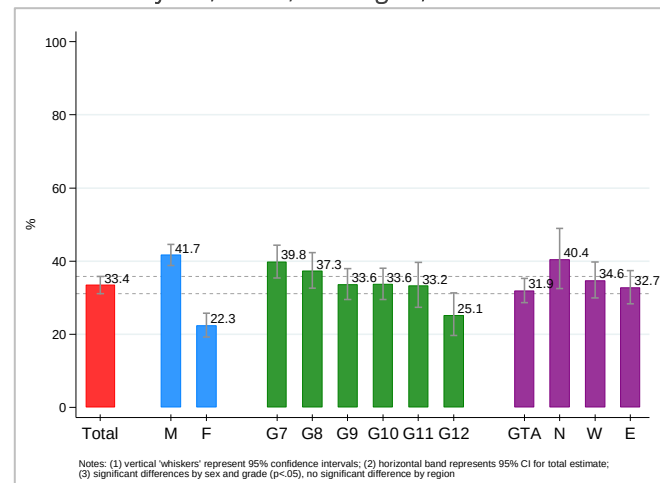


Table 3.5.4 Percentage Classified as Having a Video Gaming Problem (PVP Scale), 2007–2025 OSDUHS

	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(2035)	(4261)	(4816)	(5478)	(5403)	(6364)	(7617)	(1118)	(5054)	(5540)
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)	16.5 ^{cd} (14.4-18.8)	
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)	22.7 ^c (19.5-26.2)	
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)	10.1 ^{bc} (8.4-12.0)	
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)	† (12.9-23.1)	17.4 (12.9-23.1)	13.8 (10.3-18.4)	
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)	17.9 ^c (14.8-21.5)	
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)	19.4 ^c (13.6-27.0)	
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)	† (15.5-23.2)	19.1 (15.5-23.2)	16.2 ^c (12.6-20.5)	
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)	18.0 ^c (13.0-24.3)	
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)	† (16.0-24.6)	19.9 (16.0-24.6)	14.3 ^c (10.4-19.4)	
Region											
GTA	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)	18.5 ^c (15.8-21.5)	
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)	† (8.9-22.9)	14.5 (8.9-22.9)	15.7 (9.2-25.4)	
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)	15.8 ^c (11.1-22.2)	
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)	14.0 (10.9-17.8)	

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 (includes those who did not play video games in the past year); (3) asked of a random half sample in each year; (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, 2025 vs. 2023; ^b 2025 vs. 2019 significant difference, p<.01; ^c 2025 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 3.5.15–3.5.19; Tables 3.5.5, 3.5.6)

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, X/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*.¹³ 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 to 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?

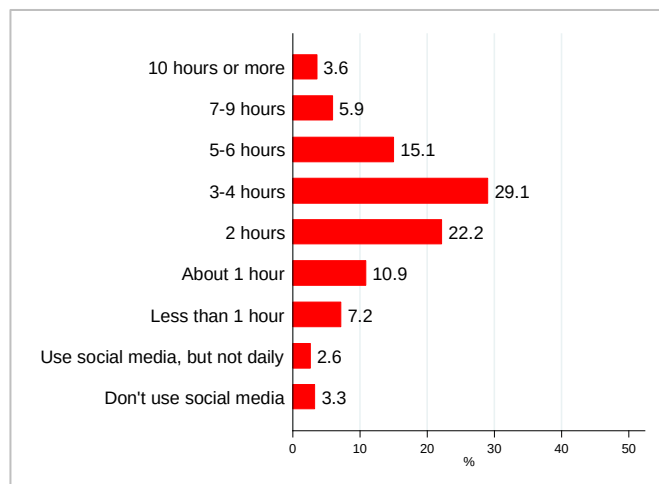
Each question had the response options of Yes or No. Reporting six or more of the nine problem indicators was used to identify those who experience problematic social media use.

Hours per Day Spent on Social Media

2025 (Grades 7–12):

- Most students (94%) use social media on a daily basis. About 3.3% do not use social media at all. A similar percentage (3.6%) are on social media at least 10 hours a day.
- One-quarter (24.6%) of students usually spend five hours or more a day on social media.
- Females (30.4%) are significantly more likely than males (19.0%) to spend five hours or more a day on social media.
- There is a significant increase with grade level, from 18.3% of 7th graders up to 29.0% of 12th graders spending five hours or more a day on social media.
- There is no significant regional variation.

Figure 3.5.15
Hours per Day Usually Spent on Social Media,
2025 OSDUHS (Grades 7–12)



¹³ 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>

2013–2025 (Grades 7–12):

- The percentage of students who report spending five hours or more per day on social media remained stable between 2023 (23.4%) and 2025 (24.6%). However, there has been a significant increase over time as the current estimate is higher than estimates seen between 2013 and 2019.
- The increase in excessive social media use seen since 2013 is evident among all subgroups.

Figure 3.5.16

Percentage Reporting Usually Spending Five Hours or More per Day on Social Media by Sex, Grade, and Region, 2025 OSDUHS

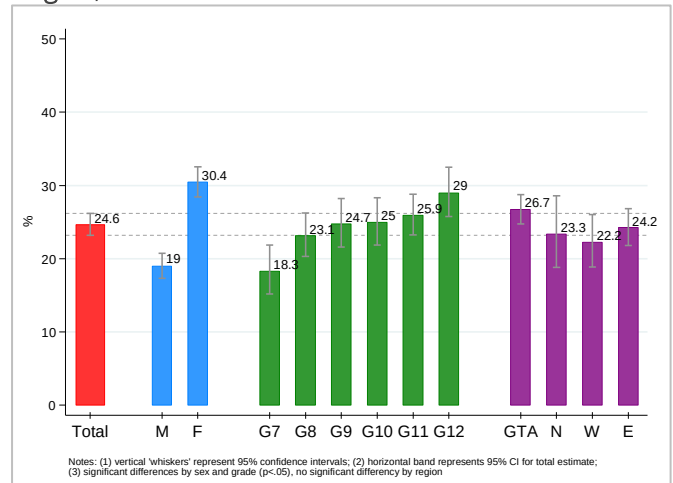


Figure 3.5.17

Percentage Reporting Usually Spending Five Hours or More per Day on Social Media, 2013–2025 OSDUHS



Problematic Social Media Use

2025 (Grades 7–12):

- As shown in Table 3.5.5, among the nine symptoms measured by the *Social Media Disorder Scale*, the most common are unsuccessful attempts to spend less time on social media (46.6%) and using social media to distract from unpleasant things (43.6%).
- About one-in-ten (9.7%) students meet the criteria for problematic social media use (that is, report six or more of the nine symptoms).
- Females (12.0%) are significantly more likely than males (7.4%) to meet the criteria for problematic social media use.
- Despite some variation, there are no significant differences among the grades in problematic social media use.
- Despite some variation, there are no significant differences among the regions.

Figure 3.5.18

Percentage Reporting Problematic Social Media Use (*Social Media Disorder Scale*) by Sex, Grade, and Region, 2025 OSDUHS

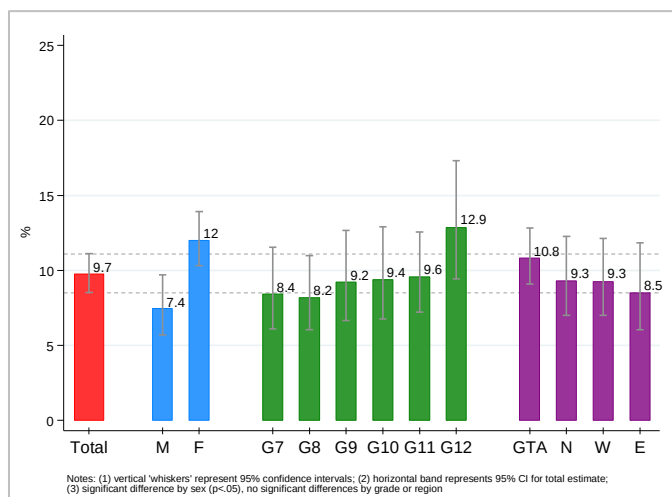


Table 3.5.5: Percentage of Students Reporting Symptoms of Problematic Social Media Use as Measured by the *Social Media Disorder Scale*, 2025 OSDUHS (Grades 7–12)

<i>Social Media Disorder Scale</i> Item	Total Sample (n=5,568)	Males (n=2,390)	Females (n=3,173)
1. Regularly can't think of anything else but when you will use social media again	20.4	18.0	22.8
2. Regularly felt dissatisfied because you wanted to spend more time on social media	23.8	18.3	29.1
3. Often felt bad when you could not use social media	20.3	15.8	24.8
4. Tried to spend less time on social media, but failed	46.6	39.8	53.2
5. Regularly had no interest in hobbies or other activities because you would rather use social media	19.8	15.7	23.8
6. Regularly had arguments with others because of your social media use	15.2	13.5	17.0
7. Regularly lied to parents or friends about the amount of time you spend on social media	18.2	15.8	20.7
8. Often used social media so you didn't have to think about unpleasant things	43.6	35.9	51.2
9. Had serious conflict with parents or siblings because of your social media use	10.8	8.7	12.9

Notes: (1) entries are the percentages responding "Yes" to experiencing the symptom in the past year; (2) n=number of students surveyed (includes those who did not use social media); (3) based on a random half sample; (4) significant sex difference for each item, $p < .05$.

2025 vs. 2023 (Grades 7–12):

- The percentage of students meeting the criteria for problematic social media use remained stable between 2023 (8.8%) and 2025 (9.7%).
- Among the subgroups, only 12th graders show a significant change, increasing between 2023 and 2025 (from 5.5% to 12.9%).

Figure 3.5.19
Percentage Reporting Problematic Social Media Use (*Social Media Disorder Scale*) by Sex,
2023–2025 OSDUHS (Grades 7–12)

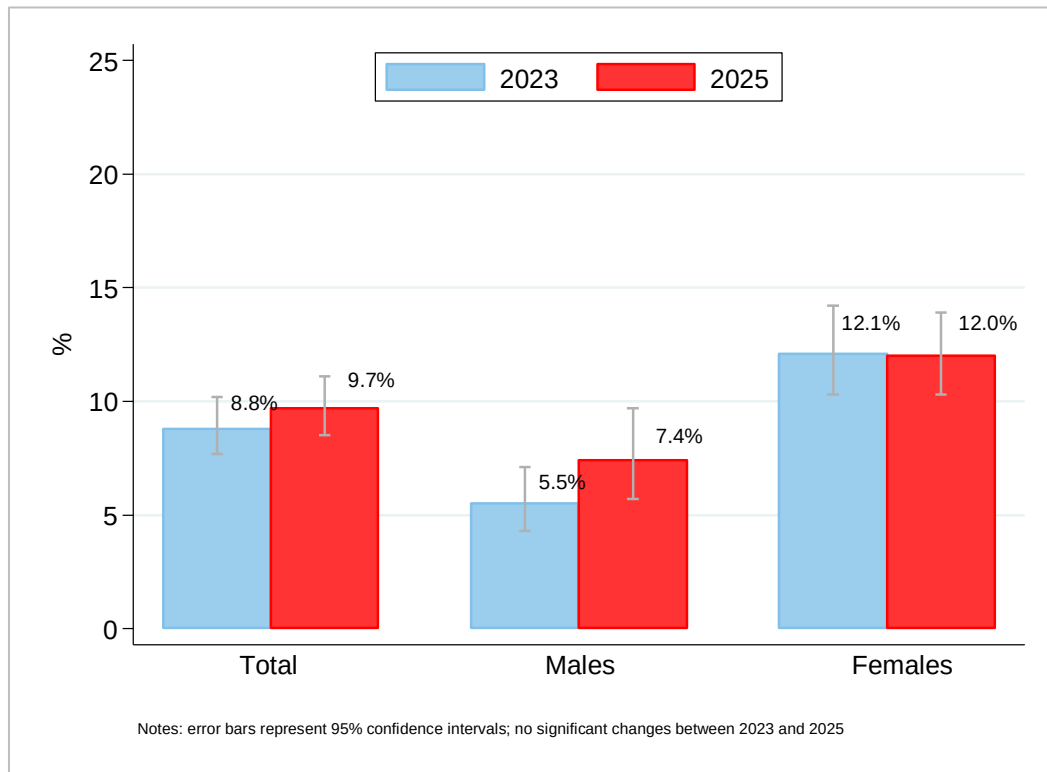


Table 3.5.6 Percentage Reporting Usually Spending Five Hours or More per Day on Social Media, 2013–2025 OSDUHS

	2013	2015	2017	2019	2021	2023	2025	
	(n=)	(10272)	(5403)	(6364)	(14142)	(2225)	(10145)	(11108)
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 (22.0-24.8)	24.6 ^{bcde} (23.2-26.2)	
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 (14.3-17.6)	19.0 ^{abc} (17.3-20.7)	
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 (29.1-33.4)	30.4 ^{bc} (28.4-32.6)	
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 (18.8-26.6)	18.3 ^{bc} (15.2-21.8)	
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 (20.0-26.4)	23.1 ^{bc} (20.3-26.2)	
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 (24.9-31.7)	24.7 ^c (21.6-28.2)	
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 (20.2-25.6)	25.0 ^c (21.9-28.4)	
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 (19.9-26.6)	25.9 ^c (23.2-28.8)	
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 (18.1-24.2)	29.0 ^{bc} (25.7-32.5)	
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 (22.3-26.6)	26.7 ^{bc} (24.7-28.8)	
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 (17.7-29.8)	23.3 ^c (18.8-28.6)	
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 (22.3-28.2)	22.2 ^c (18.8-26.0)	
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 (16.7-20.7)	24.2 ^{abc} (21.8-26.8)	

Notes: (1) n=total number of students surveyed (includes those who do not use social media); (2) asked of a random half sample in 2015 and 2017; (3) entries in brackets are 95% confidence intervals; (4) note the design change and small sample size in 2021; (5) ^a 2025 vs. 2023 significant difference, $p < .01$; ^b 2025 vs. 2019 significant difference, $p < .01$; ^c 2025 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, X/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

Table 3.5.7 Percentage Reporting Problematic Social Media Use (*Social Media Disorder Scale*), 2023–2025 OSDUHS

	2023	2025
	(n=5091)	(n=5568)
Total (95% CI)	8.8 (7.7-10.2)	9.7 (8.5-11.1)
Sex		
Males	5.5 (4.3-7.1)	7.4 (5.7-9.7)
Females	12.1 (10.3-14.2)	12.0 (10.3-13.9)
Grade		
7	9.8 (6.9-13.7)	8.4 (6.1-11.5)
8	12.2 (8.9-16.5)	8.2 (6.0-11.0)
9	10.2 (7.2-14.3)	9.2 (6.6-12.7)
10	8.4 (5.8-11.8)	9.4 (6.8-12.9)
11	8.4 (6.0-11.6)	9.6 (7.2-12.6)
12	5.5 (3.8-7.8)	12.9^a (9.4-17.3)
Region		
Greater Toronto Area	10.0 (8.2-12.1)	10.8 (9.1-12.8)
North	8.5 (5.6-12.6)	9.3 (7.0-12.3)
West	7.8 (5.6-10.6)	9.3 (7.0-12.1)
East	7.7 (5.8-10.2)	8.5 (.0-11.8)

Notes: (1) "Problematic Social Media Use" is defined as a score of 6 or higher on the 9-item *Social Media Disorder Scale*; (2) the reference period is the past year; (3) n=total number of students surveyed (includes those who do not use social media); (4) asked of a random half sample in each year; (5) entries in brackets are 95% confidence intervals; (6) ^a 2025 vs. 2023 significant difference, $p < .01$.

Source: OSDUHS, Centre for Addiction and Mental Health

4. DISCUSSION

THE PUBLIC HEALTH APPROACH TO MENTAL HEALTH

Framing mental health problems and risk behaviours as public health issues allows professionals across disciplines to collaborate on prevention strategies. Preventing problems before they arise—or reducing their likelihood—is both more effective and more beneficial than treatment, for individuals and society alike. Despite some limitations, population health surveys such as the OSDUHS play a critical role in 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, highlight 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 primarily capture moderate functional impairment rather than clinically diagnosed psychiatric disorders based on structured diagnostic interviews. Focusing only on individuals with diagnosable disorders would underestimate the true burden of poor mental health, as many adolescents experience significant distress or functional limitations without meeting clinical thresholds. Moreover, such a narrow focus would neglect the full mental health continuum—from optimal well-being to mental illness. Broader

mental health indicators are also more responsive to shifts over time, making them valuable early warning signals for service planners and policy makers.

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 feeling connected with their school
- 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 challenges (e.g., psychological distress, symptoms of depression or anxiety, 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**:

- Many indicators related to school connectedness, self-rated physical health, and various mental health indicators (e.g., self-rated mental health, psychological distress, self-harm, knowledge about accessing mental health support through school) improved in 2025 compared to 2023.
- Bullying at school shows a decrease compared to when monitoring began decades ago.
- Daily physical activity shows an increase compared to when monitoring began almost two decades 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...

- moderate-to-serious psychological distress
- excessive recreational screen time
- getting less than eight hours of sleep on an average school night
- not eating breakfast daily before school
- being worried about/preoccupied with their weight or body shape
- being bullied about their weight or body shape.

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

- fair or poor mental health
- anxiety symptoms
- elevated stress levels
- experiencing a concussion in their lifetime.

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

- serious psychological distress
- depressive symptoms
- an inability to cope with unexpected and difficult problems
- needing mental health support, but not seeking it
- being bullied at school
- being bullied online
- perceiving themselves as overweight
- an excessive amount of time on social media
- daily exposure to advertising about online gambling.

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

- harming themselves on purpose
- suicidal ideation
- any online gambling
- 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, institutionalized youth). Mental health and well-being challenges 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 challenges 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 7% 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**:

- Despite some improvements between 2023 and 2025, many indicators of mental health challenges show increases over the decades since monitoring began. These include fair or poor self-rated mental health, elevated stress, 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 and the percentage seeking counselling through a helpline or website are currently higher than when monitoring first began. 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 recreational screen time (screen time sedentary behaviour) has increased over time.
- The percentage of students reporting any online gambling, and specifically online sports gambling, has increased over time, reaching all-time highs in recent years.
- The percentage of students indicating a video gaming problem has increased during the past decade.
- Being bullied online and excessive social media use (defined as five hours or more per day) have increased over the past few years.
- Although reports of being bullied at school declined over the long term (since 2003) and reached an all-time low in 2017, rates have steadily increased since then, indicating a reversal of the previous downward trend.

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), mental health challenges (e.g., fair or poor self-rated mental health, stress, psychological distress), online gambling, and excessive social media use significantly increase with grade. Daily physical activity, experiencing a concussion, getting at least eight hours of sleep, eating breakfast daily before school, and bullying 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 elevated stress and moderate-to-serious psychological distress. Compared with the provincial average, they are significantly *less* likely to report daily physical activity, knowing how to access mental health support through school, and being bullied at school.
- Compared with the provincial average, Northern Ontario students are *more* likely to report being bullied at school.
- Compared with the provincial average, Western Ontario students are *more* likely to report feeling safe at school, and *less* likely to report being bullied at school.
- Compared with the provincial average, Eastern Ontario students are *less* likely to report knowing how to access mental health support through school.

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 developmental expectations during adolescence. Although most Ontario students report good physical and mental health, a substantial minority experience mental health challenges and functional impairments. Several indicators of poor mental health, including self-harm, suicidal ideation, and psychological distress, remain at concerning levels. Furthermore, despite improvements since 2023, many mental health indicators remain worse than they were a decade or so ago. These findings highlight the ongoing need to prioritize adolescent mental health in Ontario and underscore the importance of continued monitoring to determine whether these recent improvements are sustained over time.

Over the past decade, adolescent mental health has become an increasingly important public health priority in Canada, with greater emphasis placed on mental health promotion, prevention, and early intervention. Schools play a critical role in supporting students' cognitive, social, and emotional development and are well positioned to deliver universal and targeted mental health initiatives. School-based programs that promote mental health literacy, build coping and resilience skills, reduce stigma, and prevent bullying have the potential to improve student well-being. The sex and grade differences observed across many mental and physical health indicators further highlight the importance of tailoring prevention and intervention efforts to meet the diverse needs of Ontario students.

The increases in cyberbullying victimization and excessive social media use among Ontario students highlight continuing concerns within the digital environment. Given the potential impact of these online experiences on adolescents' mental health, well-being, and social development, there is a continued need for evidence-informed prevention and education initiatives that promote safe and healthy online behaviours. Continued monitoring of these behaviours will be important to track changes, if any, over time and to understand how they relate to mental health.

The increasing prevalence of online gambling, particularly online sports betting, among Ontario students even as young as 7th grade is a concerning trend that warrants continued attention. The relatively high levels observed in recent years underscore the need for evidence-informed prevention and education initiatives aimed at reducing gambling-related harms among youth. As the online gambling landscape continues to evolve, ongoing monitoring will be essential to assess changes in youth gambling behaviours, identify emerging patterns, and inform policies and interventions that promote the health and well-being of Ontario students.

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, 2025 vs. 2023, 2025 vs. 2019, and 2025 vs. First Year of Monitoring

	Fair/Poor Self-Rated Physical Health	Daily Physical Activity	3+ Hours Screen Time Daily	Breakfast Daily Before School	Fair/Poor Self-Rated Mental Health	Moderate-to-Serious Psych. Distress	Serious Psych. Distress	Self-Harm	Suicidal Ideation	Unable to Cope with Unexpected Problems	Know How to Access School Mental Health Support	Been Bullied at School	Been Bullied Online	Any 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 2025 vs. 2023, $p < .01$; (2) ▲▼ significant increase or decrease in 2025 vs. 2019, $p < .01$; (3) ▲▼ significant increase or decrease in 2025 vs. 1999, $p < .01$ for Fair/Poor Physical Health; vs. 2001 for Suicidal Ideation and Prescribed Medication for Anxiety or Depression; vs. 2003 for Been Bullied at School; vs. 2007 for Fair/Poor Mental Health; vs. 2009 for Daily Physical Activity, 3+ Hours of Screen Time Daily, and Breakfast Daily Before School; vs. 2011 for Been Bullied Online; vs. 2013 for Psychological Distress and 5+ Hours Daily on Social Media; (4) GTA is the Greater Toronto Area.

Source: OSDUHS, Centre for Addiction & Mental Health

Table 4.2: Subgroup Differences for Select Indicators, 2025 OSDUHS

	Fair/Poor Self-Rated Physical Health	Daily Physical Activity	3+ Hours Screen Time Daily	8+ Hours of Sleep on School Nights	Breakfast Daily Before School	Fair/Poor Self-Rated Mental Health	Elevated Stress	Moderate-to-Serious Psych. Distress	Serious Psych. Distress	Depressive Symptoms	Anxiety Symptoms	Self-Harm	Suicidal Ideation	Been Bullied at School	Been Bullied Online	Any Online Gambling	Video Gaming Problem	5+ Hours on Social Media Daily	Problematic Social Media Use
Sex Effect	***	***	ns	***	***	***	***	***	***	***	***	***	***	ns	*	***	***	***	***
	F ↑	M ↑		M ↑	M ↑	F ↑	F ↑	F ↑	F ↑	F ↑	F ↑	F ↑	F ↑		F ↑	M ↑	M ↑	F ↑	F ↑
Grade Effect	**	***	***	***	***	**	***	***	***	***	***	ns	ns	***	***	ns	ns	***	ns
	8 ↑ 7		8 ↑ 7	8 ↓ 7	8 ↓ 7					8 ↑ 7								8 ↑ 7	
	9 ↓ 8			9 ↓ 8										9 ↓ 8	9 ↓ 8				
(compared with previous grade)	10 ↑ 9		10 ↑ 9	10 ↓ 9		10 ↑ 9	10 ↑ 9		10 ↑ 9	10 ↑ 9	10 ↑ 9								
				11 ↓ 10			11 ↑ 10												
		12 ↓ 11		12 ↓ 11													12 ↓ 11		
Region Effect	ns	***	ns	ns	ns	ns	*	*	ns	ns	ns	ns	ns	**	ns	ns	ns	ns	ns
		GTA ↓					GTA ↑	GTA ↑						GTA ↓					
(region compared with Ontario)														N ↑					
														W ↓					

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=nonsignificant; (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 Liking School, 1991–2025 OSDUHS (Grades 7, 9, and 11 only)

Table A3.2.1 Percentage Reporting Fair or Poor Physical Health, 1991–2025 OSDUHS (Grades 7, 9, and 11 only)

Table A3.1.1 School Performance and Liking School, 1991–2025 OSDUHS (Grades 7, 9, and 11 only)

	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025	
	(n)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(3215)	(4424)	(4669)	(5211)	(5225)	(5686)	(7059)	(1177)	(4972)	(5630)
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	64.0	
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	29.4	
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	43.6	
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	27.0	

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, 1991–2025 OSDUHS (Grades 7, 9, and 11 only)

	1991	1993	1995	1997	1999	2001	2003	2005	2007	2009	2011	2013	2015	2017	2019	2021	2023	2025
(n)	(2961)	(2617)	(2907)	(3072)	(2421)	(2013)	(3389)	(3969)	(3215)	(4424)	(4669)	(5211)	(5225)	(5686)	(7059)	(1177)	(4972)	(5630)
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 (16.4-20.2)	11.2^{de} (10.0-12.6)
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)	9.3 (7.5-11.5)
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)	13.2 (11.4-15.3)
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)	9.2 (7.4-11.2)
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)	9.7 (8.4-11.2)
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)	14.5 (11.8-17.8)

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.")

Source: OSDUHS, Centre for Addiction and Mental Health

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